CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Somerset Academy Key Charter Middle School

CHARTER SCHOOL LOCATION NUMBER: 5413 **GRADES SERVED:** 6-8
DATE: December 15, 2017

❒ This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes.

NAME OF NON-PROFIT: Somerset Academy, Inc.

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: Dennis Mulrooney

TITLE/RELATIONSHIP TO NON-PROFIT: Principal

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PRIMARY TELEPHONE: (954) 481-0602 **ALTERNATE TELEPHONE:** (305) 790-7260

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NAME OF EDUCATION SERVICE PROVIDER (if any): Academica

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Dennis Mulrooney
Printed Name

Signature

Principal
Position/Title

December 15, 2017
Date

Broward County Public Schools
Charter School Renewal: Indicators and Standards

In accordance with section 1002.33(7)(a)19b1, Florida Statutes, a charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract 1002.33(7)(a)19. Pursuant to section 1002.33(8)(a), Florida Statutes, "the sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. The sponsor may also choose not to renew or may terminate the charter for any of the following grounds:

1. Failure to participate in the state's education accountability system created in s. 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of law;
4. Other good cause shown."

In conducting a renewal program review, the sponsor will focus its analysis on the school's performance in three categories:

- Educational Performance
- Financial Performance
- Organizational Performance

The following defines specific indicators (the types/level of information and data collected) and standards (the benchmark by which such indicators are measured) that will be analyzed and evaluated within these categories. It is a school's performance within these indicators in addition to potential on-site specific programmatic reviews that inform a charter renewal decision.

Furthermore, should a charter school meet the standards for renewal, the Sponsor will also review future Educational, Financial and Organizational Plans submitted as part of this documentation for the term of its subsequent contract. Any modifications/amendments proposed to the current charter agreement that would take effect over the subsequent contract term will be negotiated using the SBBC contract template.

Important Reminders

- All renewal documents must be submitted electronically, into Charter.Tools, by Friday, December 15, 2017. Only electronic documents submitted in Charter.Tools will be accepted.
- Renewing schools must clearly name and include their location number on all documents submitted, including the completed renewal document and all attachments referenced in the narrative.
- When the Renewal Program Review is uploaded into Charter.Tools, rename the document using the format of HappyCharter6868; SunnyCharter7878, etc.
- Renewal packets must contain a table of contents identifying the pages where the sections are discussed. Table of Contents must accurately identify each section, including attachments, with correct page numbers. Revise the provided Table of Contents to accurately reflect the page numbers of the final draft.
- Number all pages and ensure that pagination is in sequential order.

NOTE: Renewal Program Reviews will be reviewed and evaluated as submitted; additional documents will not be accepted after Friday, December 15, 2017.

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Documents on File

EXECUTIVE SUMMARY

The Executive Summary should provide an overview of what the charter school has accomplished over the last term of its contract agreement; how the charter school is adequately fulfilling its mission and vision; what concerns and/or deficiencies there are in the educational, financial and/or operational performance of the charter school and provide information on the charter school's goals for the next term of the charter agreement should the charter school be approved for renewal.

Evaluation Criteria: Executive Summary
The Executive Summary will not be rated. This section should provide the reviewer with general information about the charter school's past, present and future.

The Executive Summary should not exceed two (2) pages.

Somerset Academy Key Charter Middle School #5413 is a place where children enjoy learning, teachers enjoy teaching and families are a fundamental part of the educational process. It is our school's vision to set high academic and social expectations that together lead to the successful development of our students and provides each child the opportunity to be prepared to become leaders in an ever-changing society. This requires classroom teaching to be a blend of whole-class, small group, and individual instruction. Our teachers are flexible in their approach to teaching and adjust curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Data drives our instruction. We rely on data to understand trends, weaknesses and strengths not only in our students but in our teachers as well. Our curriculum includes a proactive approach to teaching that meets children's needs and maximizes their growth as learners. We also strongly believe that students need to be proficient in the use of technology. Our curriculum is heavily infused with technology. We have Promethean Boards, document imaging cameras, LCD projectors, laptops, and desktops in every classroom. We also have many software programs that support our reading, math and science curriculums.

At the beginning of the contract agreement, and for the first 3 years of the agreement, Somerset Academy Key Charter Middle School #5413, formerly known as Somerset Academy Middle (Pompano), only serviced students in sixth grade. For the 2016-2017 school year the charter was moved from its former site in Pompano Beach, Florida to its current location in Deerfield Beach, Florida in order to successfully expand and continue to service students beyond

sixth grade. Since then, we have added grades seven and eight and presently our school services sixth through eighth grade.

During the past two school years our enrollment has increased which has allowed us to grow and remain fiscally responsible. Being the first charter school in the city of Deerfield Beach presents us with the challenge of making a name for ourselves by outshining the established middle schools in our area because having a choice in public education is a trend that is favorable amongst families. At Somerset Academy Key Charter Middle School #5413, we never stop growing, learning, and changing to meet the needs of our students. This is the only way to ensure that, year after year, families will continue to choose us. This makes it necessary for us to work harder in providing the highest quality education for our students. The goals for the school over the next 5-year term of the charter agreement are to continue to provide a curriculum that is rigorous, standards based and include STEM as a key component. The school has recently begun the groundwork to add a STEM component to the curriculum. Our students will benefit from STEM because it allows students to think critically and explore all of the subject areas at a deeper level. The addition of a STEM program to the curriculum will make a positive impact on our students, teachers and families. There will be a focus on providing professional development for educators to increase student achievement and to ensure they are current on best practices in all subject areas. We will focus on improving teaching and learning to increase achievement for all students.

At Somerset Academy Key Charter Middle, we believe that students learn best when they are encouraged to succeed. We believe that students learn best when their families are actively involved in the school community. We believe that together with a strong instructional program, family involvement and communication are the catalyst that makes education effective. We strive to be the best and hope to continue to provide high quality education in the years to come.

EDUCATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)3, 1002.33(7)(a)4, 1002.33(16)(a)2, 1003.435 and 1008.341, Florida Statutes

Federal and State Accountability:

A. AYP/AMO School Improvement Status
B. AYP/AMO Attainment
C. Subgroups Attainment of AYP/AMO
D. FCAT 2.0 / FSA / EOC Achievement
E. Annual Student Gains
F. Annual Gains of Students in the Lowest 25 Percent
G. Percentage of Students Tested
H. Relative Performance
I. School Grade (If available)
J. School Improvement Plan (If applicable)
K. 300-Lowest Performing Elementary Schools Plan (If applicable)
L. School Improvement Rating (If applicable)
M. Graduation Rate (If applicable)
N. Cohort Data

In narrative format:

Federal and State Accountability:

A. Explain the charter school's current School Improvement Status. How has the school met these standards required for federal and state accountability? If the charter school has not met these standards, what measures will be implemented for improvement.

During the first three years of the current contract, Somerset Academy Key Charter Middle School #5413 had only serviced students in sixth grade. Furthermore, as of the 2016-2017 school year the school moved from its previous location in Pompano Beach, Florida where the school serviced nineteen sixth graders to its current location in Deerfield Beach, Florida and opened in that new location as essentially a new school, servicing three hundred and sixty students in grades six through eight. As a result, we are unable to fully compare our current student population of grades six through eight to schools with comparable student populations prior to the 2016-2017 school year because data for this comparison will be limited to only sixth grade. Comparison data for years prior to 2016 will be available for grade six. Comparable student population data for grades six through eight will be available for the 2016-2017 school year.

Prior to moving to Deerfield Beach, FL under a new administration, Somerset Academy Key Charter Middle School #5413 was formerly known as Somerset Academy Middle (Pompano). During the 2013-2014 school year the school earned an initial school grade of a "B." The following school year the

school earned an "F" baseline grade under the new FSA scoring system. School Improvement Plans were not required during the 2014-2015 school year due to the introduction of the first year of the FSA and scores not being released until late in the school year. As a result of a "D" grade following the 2015-2016 the school was required to create and implement a school improvement plan, which was executed by the new administration as Somerset Academy Key Charter Middle School #5413. The school has met the standards of increasing student scores and school grade by increasing both the proficiency in ELA and Math over the past 3 years from a 13% to 46% in ELA, and from 29% to 35% in Math. Somerset Academy Key Charter Middle School #5413 continues to monitor the effectiveness of that SIP and currently the school is not required to create a School Improvement Plan as a result of the school earning a "C" grade for the 2016-2017 school year.

Somerset Academy Key Charter Middle School #5413 has monitored the academic progress of its students and has established student achievement goals throughout the term of the contract. The data below assists the school in setting student achievement goals on a grade level basis and on a school-wide basis. Below you will find FCAT, FSA, EOC and grade level specific assessments and data that we have used to drive instruction throughout the years of this contract. All charts representing this data can be found in Appendix A through G.

Sixth Grade:

2013-2014 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Data:

2013-2014 FCAT Reading 2.0 Data:

- Twenty-two sixth grade students participated on the 2014 Reading FCAT 2.0 assessment. The mean developmental scale score was a 223.
- Fifty-five percent of the students were proficient scoring a level 3 or above.
- The mean points earned by content area are as follows:
    - Vocabulary: 7
    - Reading Application: 11
    - Literary Analysis: Fiction and Nonfiction: 8
    - Informational Text and Research Process: 5

2013-2014 FCAT Mathematics 2.0 Data:

- Twenty-two sixth grade students participated on the 2014 Mathematics FCAT 2.0 assessment. The mean developmental scale score was a 221.
- Fifty percent of the students were proficient scoring a level 3 or above.
- The mean points earned by content area are as follows:
    - Fractions, Ratios, Proportional Relationships, and Statistics: 9
    - Expressions and Equations: 9
    - Geometry and Measurement: 3

2014-2015 Spring Florida Standards Assessment (FSA) Data:

2014-2015 Spring English Language Arts Grade 6 Retrofitted School Results Data:

- Twenty-four sixth grade students participated in the 2015 Spring English Language Arts Grade 6 Florida Standards Assessment. The mean developmental scale score was a 303.
- Thirteen percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 54
    - Level 2: 33
    - Level 3:8
    - Level 4: 4
    - Level 5: 0

2014-2015 Spring Mathematics Grade 6 Retrofitted School Results Data:

- Twenty-four sixth grade students participated in the 2015 Spring Mathematics Grade 6 Florida Standards Assessment. The mean developmental scale score was a 308.
- Twenty-nine percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 50
    - Level 2: 21
    - Level 3: 21
    - Level 4: 8
    - Level 5: 0

2015-2016 Spring Florida Standards Assessment (FSA) Data:

2015-2016 Spring English Language Arts Grade 6 School Results Data:

- Twenty sixth grade students participated in the 2016 Spring English Language Arts Grade 6 Florida Standards Assessment. The mean developmental scale score was a 316.
- Thirty-five percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 30
    - Level 2: 35
    - Level 3: 25
    - Level 4: 10
    - Level 5: 0
- Percentage of mastery in each reporting category are as follows:
    - Key Ideas and Details: 43%
    - Craft and Structure: 44%
    - Integration of Knowledge and Ideas: 44%
    - Language and Editing: 64%
    - Text-based Writing: 58%

2015-2016 Spring Mathematics Grade 6 School Results Data:

- Twenty sixth grade students participated in the 2016 Spring Mathematics Grade 6 Florida Standards Assessment. The mean developmental scale score was a 312.
- Twenty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 35
    - Level 2: 45
    - Level 3: 15
    - Level 4: 5
    - Level 5: 0

- Percentage of mastery in each reporting category are as follows:
    - Ratio and Proportional Relationships: 28%
    - Expression and Equations: 34%
    - Geometry: 30%
    - Statistics and Probability: 31%
    - The Number System: 58%

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring English Language Arts Grade 6 School Results Data:

- One hundred forty-nine sixth grade students participated in the 2017 Spring English Language Arts Grade 6 Florida Standards Assessment. The mean developmental scale score was a 321.
- Forty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 24
    - Level 2: 33
    - Level 3: 24
    - Level 4: 16
    - Level 5: 3

2016-2017 Spring Mathematics Grade 6 School Results Data:

- One hundred forty-nine sixth grade students participated in the Spring Mathematics Grade 6 Florida Standards Assessment. The mean developmental scale score was a 315.
- Thirty-five percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 34
    - Level 2: 31
    - Level 3: 26
    - Level 4: 8
    - Level 5: 1

2016-2017 i-Ready Reading Diagnostic Data:

2016-2017 i-Ready Reading Diagnostic Grade 6 School Results Data:

- **Assessment Period 2 (AP2): 88 Grade 6 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 562
    - Phonics: 483
    - High Frequency Words: 401
    - Vocabulary: 566
    - Comprehension: Literature:568
    - Comprehension: Informational Text: 553

- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 76%
    - Phonics: 29%
    - High Frequency Words: 3%
    - Vocabulary: 80%
    - Comprehension: Literature: 69%
    - Comprehension: Informational Text: 77%

- **Assessment Period 3 (AP3): 88 Grade 6 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 562
    - Phonics: 483
    - High Frequency Words: 401
    - Vocabulary: 566
    - Comprehension: Literature:568
    - Comprehension: Informational Text: 553

- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 76%
    - Phonics: 29%
    - High Frequency Words: 3%
    - Vocabulary: 80%
    - Comprehension: Literature: 69%
    - Comprehension: Informational Text: 77%

2016-2017 Florida Assessment for Instruction in Reading (FAIR) Data:

2016-2017 FAIR Grade 6 School Results Data:

- **Assessment Period 2 (AP2): Seventy-six sixth students tested (levels 1 and 2s)**
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 1%
        - Moderate Probability of Reading Success (Yellow): 54%
        - Low Probability of Reading Success (Red): 45%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 44th
        - Vocabulary Recognition Task (VRT): 25th
        - Reading Comprehension Task (RCT): 12th
        - Syntactic Knowledge Task (SKT): 39th
- **Assessment Period 3 (AP3): Sixty-six sixth grade students tested (levels 1 and 2s)**
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 5%
        - Moderate Probability of Reading Success (Yellow): 58%
        - Low Probability of Reading Success (Red): 38%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 42nd
        - Vocabulary Recognition Task (VRT): 34th
        - Reading Comprehension Task (RCT): 10th
        - Syntactic Knowledge Task (SKT): 52nd

2017-2018 i-Ready Reading Diagnostic Data:

2017-2018 i-Ready Reading Diagnostic Grade 6 School Results Data:

- **Assessment Period 1 (AP1): 145 Grade 6 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 550
    - Phonics: 473
    - High Frequency Words: 375
    - Vocabulary: 563
    - Comprehension: Literature:553
    - Comprehension: Informational Text:534
- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 80%
    - Phonics: 14%
    - High Frequency Words: 2%
    - Vocabulary: 73%
    - Comprehension: Literature: 75%
    - Comprehension: Informational Text: 84%

2017-2018 Florida Assessment for Instruction in Reading (FAIR) Data:

2017-2018 FAIR Grade 6 School Results Data:

- **Assessment Period 1 (AP1):** One hundred forty-four sixth grade students tested
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 10%
        - Moderate Probability of Reading Success (Yellow): 56%
        - Low Probability of Reading Success (Red): 35%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 53rd
        - Vocabulary Recognition Task (VRT): 40th
        - Reading Comprehension Task (RCT): 17th
        - Syntactic Knowledge Task (SKT): 50th

Seventh Grade:

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring English Language Arts Grade 7 School Results Data:

- Ninety-three seventh grade students participated in the 2017 Spring English Language Arts Grade 7 Florida Standards Assessment. The mean developmental scale score was a 332.
- Fifty-three percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 19
    - Level 2: 28
    - Level 3: 30
    - Level 4: 17
    - Level 5: 5

2016-2017 Spring Mathematics Grade 7 School Results Data:

- Eighty-two seventh grade students participated in the Spring Mathematics Grade 7 Florida Standards Assessment. The mean developmental scale score was a 323.
- Thirty-two percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 28
    - Level 2: 40
    - Level 3: 21
    - Level 4: 11
    - Level 5: 0

2016-2017 Spring Algebra I FSA EOC Assessment Grade 7 School Results Data:

- Nine seventh grade students participated in the Spring Algebra I EOC Florida Standards Assessment. The mean developmental scale score was a 509.
- Fifty-five percent of the students were proficient scoring a level 3 or above.

- Percentage in each achievement level are as follows:
    - Level 1: 0
    - Level 2: 22
    - Level 3: 56
    - Level 4: 22
    - Level 5: 0

2016-2017 Spring NGSS Civics EOC Assessment Grade 7 School Results Data:

- Ninety-three seventh grade students participated in the Spring NGSS Civics EOC Assessment. The mean developmental scale score was a 397.
- Fifty-nine percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 18
    - Level 2: 23
    - Level 3: 28
    - Level 4: 20
    - Level 5: 11

2016-2017 i-Ready Reading Diagnostic Data:

2016-2017 i-Ready Reading Diagnostic Grade 7 School Results Data:

- **Assessment Period 2 (AP2): 95 Grade 7 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 568
    - Phonics: 504
    - High Frequency Words: 397
    - Vocabulary: 579
    - Comprehension: Literature:568
    - Comprehension: Informational Text: 556

- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 73%
    - Phonics: 27%
    - High Frequency Words:1%
    - Vocabulary: 73%
    - Comprehension: Literature: 67%
    - Comprehension: Informational Text: 77%
- **Assessment Period 3 (AP3): 95 Grade 7 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 564
    - Phonics: 485
    - High Frequency Words: 376
    - Vocabulary: 579
    - Comprehension: Literature:563
    - Comprehension: Informational Text: 549
- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 71%
    - Phonics: 32%
    - High Frequency Words: 3%
    - Vocabulary: 61%
    - Comprehension: Literature: 75%
    - Comprehension: Informational Text: 75%

2016-2017 Florida Assessment for Instruction in Reading (FAIR) Data:

2016-2017 FAIR Grade 7 School Results Data:

- **Assessment Period 2 (AP2):** Fifty-five seventh grade students tested (levels 1 and 2s)
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 9%
        - Moderate Probability of Reading Success (Yellow): 82%
        - Low Probability of Reading Success (Red): 9%

  - Mean percentile Rank:
    - Word Recognition Task (WRT): 32nd
    - Vocabulary Recognition Task (VRT): 44th
    - Reading Comprehension Task (RCT): 11th
    - Syntactic Knowledge Task (SKT): 26th

- **Assessment Period 3 (AP3):** Fifty-five seventh grade students tested (levels 1 and 2s)
  - Probability of Reading Success
    - High Probability of Reading Success (Green): 10%
    - Moderate Probability of Reading Success (Yellow): 87%
    - Low Probability of Reading Success (Red): 3%
  - Mean percentile Rank:
    - Word Recognition Task (WRT): 50th
    - Vocabulary Recognition Task (VRT): 39th
    - Reading Comprehension Task (RCT): 10th
    - Syntactic Knowledge Task (SKT): 30th

2017-2018 i-Ready Reading Diagnostic Data:

2017-2018 i-Ready Reading Diagnostic Grade 7 School Results Data:

- **Assessment Period 1 (AP1):** 132 Grade 7 Students Assessed
- Average Scale Score:
  - Overall Reading Level: 581
  - Phonics: 477
  - High Frequency Words: 480
  - Vocabulary: 581
  - Comprehension: Literature: 585
  - Comprehension: Informational Text:575

- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 72%
    - Phonics: 7%
    - High Frequency Words: <1%
    - Vocabulary: 71%
    - Comprehension: Literature: 64%
    - Comprehension: Informational Text: 68%

2017-2018 Florida Assessment for Instruction in Reading (FAIR) Data:

2017-2018 FAIR Grade 7 School Results Data:

- **Assessment Period 1 (AP1):** One hundred thirty-four seventh grade students tested
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 29%
        - Moderate Probability of Reading Success (Yellow): 66%
        - Low Probability of Reading Success (Red): 5%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 34th
        - Vocabulary Recognition Task (VRT): 45th
        - Reading Comprehension Task (RCT): 32nd
        - Syntactic Knowledge Task (SKT): 34th

Eighth Grade:

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring English Language Arts Grade 8 School Results Data:

- Ninety-five eighth grade students participated in the 2017 Spring English Language Arts Grade 8 Florida Standards Assessment. The mean developmental scale score was a 332.
- Forty-two percent of the students were proficient scoring a level 3 or above.

- Percentage in each achievement level are as follows:
    - Level 1: 33
    - Level 2: 25
    - Level 3: 27
    - Level 4: 9
    - Level 5: 5

2016-2017 Spring Mathematics Grade 8 School Results Data:

- Sixty-nine eighth grade students participated in the Spring Mathematics Grade 8 Florida Standards Assessment. The mean developmental scale score was a 326.
- Thirty-two percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 43
    - Level 2: 25
    - Level 3: 23
    - Level 4: 7
    - Level 5: 1

2016-2017 Spring Algebra I FSA EOC Assessment Grade 8 School Results Data:

- Sixteen eighth grade students participated in the 2017 Spring Algebra I EOC Florida Standards Assessment. The mean developmental scale score was a 501.
- Sixty-two percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 38
    - Level 2: 0
    - Level 3: 31
    - Level 4: 25
    - Level 5: 6

2016-2017 Spring Algebra II FSA EOC Assessment Grade 8 School Results Data:

- Ten eighth grade students participated in the 2017 Spring Algebra II EOC Florida Standards Assessment. The mean developmental scale score was a 510.
- Fifty percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 30
    - Level 2: 20
    - Level 3: 40
    - Level 4: 0
    - Level 5: 10

2016-2017 Spring NGSS Biology EOC Assessment Grade 8 School Results Data:

- Twenty-one eighth grade students participated in the Spring NGSS Biology EOC Assessment. The mean developmental scale score was a 402.
- Seventy-one percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 5
    - Level 2: 24
    - Level 3: 48
    - Level 4: 24
    - Level 5: 0

2016-2017 Spring NGSS Science Assessment Grade 8 School Results Data:

- Seventy-four eighth grade students participated in the Spring NGSS Science Assessment. The mean developmental scale score was a 187.
- Twenty-one percent of the students were proficient scoring a level 3 or above.
- Percentage in each achievement level are as follows:
    - Level 1: 43
    - Level 2: 35
    - Level 3: 16
    - Level 4: 6
    - Level 5: 0

2016-2017 i-Ready Reading Diagnostic Data:

2016-2017 i-Ready Reading Diagnostic Grade 8 School Results Data:

- **Assessment Period 2 (AP2): 95 Grade 8 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 587
    - Phonics: 511
    - Vocabulary: 599
    - Comprehension: Literature:587
    - Comprehension: Informational Text: 574
- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 75%
    - Phonics: 16%
    - Vocabulary: 63%
    - Comprehension: Literature: 74%
    - Comprehension: Informational Text: 78%
- **Assessment Period 2 (AP2): 95 Grade 8 Students Assessed**
- Average Scale Score:
    - Overall Reading Level: 574
    - Phonics: 498
    - High Frequency Words: 377
    - Vocabulary: 599
    - Comprehension: Literature:572
    - Comprehension: Informational Text: 553
- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 71%
    - Phonics: 27%
    - High Frequency Words: 2%
    - Vocabulary: 67%
    - Comprehension: Literature:75%
    - Comprehension: Informational Text: 82%

2016-2017 Florida Assessment for Instruction in Reading (FAIR) Data:

2016-2017 FAIR Grade 8 School Results Data:

- **Assessment Period 2 (AP2):** Forty-eight eighth grade students tested (levels 1 and 2s)
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 4%
        - Moderate Probability of Reading Success (Yellow): 85%
        - Low Probability of Reading Success (Red): 10%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 28th
        - Vocabulary Recognition Task (VRT): 33rd
        - Reading Comprehension Task (RCT): 21st
        - Syntactic Knowledge Task (SKT): 16th
- **Assessment Period 3 (AP3):** Thirty-six students tested (levels 1 and 2s)
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 0%
        - Moderate Probability of Reading Success (Yellow): 92%
        - Low Probability of Reading Success (Red): 8%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 28th
        - Vocabulary Recognition Task (VRT): 36th
        - Reading Comprehension Task (RCT): 9th
        - Syntactic Knowledge Task (SKT): 7th
        - Syntactic Knowledge Task (SKT): 52nd

2017-2018 i-Ready Reading Diagnostic Data:

2017-2018 i-Ready Reading Diagnostic Grade 8 School Results Data:

- **Assessment Period 1 (AP1)**: 88 Grade 8 Students Assessed
- Average Scale Score:
    - Overall Reading Level: 576
    - Phonics: 464
    - High Frequency Words: 358
    - Vocabulary: 588
    - Comprehension: Literature:578
    - Comprehension: Informational Text: 563
- Percent of Students Below Level by reporting category:
    - Overall Reading Level: 72%
    - Phonics: 15%
    - High Frequency Words: 3%
    - Vocabulary: 66%
    - Comprehension: Literature: 64%
    - Comprehension: Informational Text: 72%

2017-2018 Florida Assessment for Instruction in Reading (FAIR) Data:

2017-2018 FAIR Grade 8 School Results Data:

- **Assessment Period 1 (AP1):** Ninety-one eighth grade students tested
    - Probability of Reading Success
        - High Probability of Reading Success (Green): 21%
        - Moderate Probability of Reading Success (Yellow): 64%
        - Low Probability of Reading Success (Red): 15%
    - Mean percentile Rank:
        - Word Recognition Task (WRT): 56th
        - Vocabulary Recognition Task (VRT): 44th
        - Reading Comprehension Task (RCT): 26th
        - Syntactic Knowledge Task (SKT): 24th

Annual Measurable Objectives (AMOs)for Florida Schools

2013-2014 Annual Measurable Objectives for Florida Schools

- Preliminary School Grade: B
- Percent Tested Reading:
    - All Students: 100
    - Black/African American: 100
    - Economically Disadvantages: 100
- Reading percent scoring satisfactory 2014:
    - All Students: 55
    - Black/African American: 62
    - Economically Disadvantages: 52
- Percent Tested Math:
    - All Students: 100
    - Black/African American: 100
    - Economically Disadvantages: 100
- Math percent scoring satisfactory 2014:
    - All Students: 50
    - Black/African American: 46
    - Economically Disadvantages: 48
- Learning Gains Points for Lowest 25% Reading 2014:
    - All Students: Yes - 75
- Learning Gains Progress Met for Lowest 25% Math, 2013-2014:
    - All Students: Yes - 77

2014-2015 Annual Measurable Objectives for Florida Schools

- Preliminary School Grade: F
- Percent Tested Reading:
    - All Students: 100
    - Black/African American: 100
    - Hispanic: 100
    - Economically Disadvantages: 100
- Reading percent scoring satisfactory 2014:
    - All Students: 55
    - Black/African American: 62
    - Economically Disadvantages: 52
- ELA percent scoring satisfactory 2015:
    - All Students: 14
    - Black/African American: 10
    - Economically Disadvantages: 6
- Percent Tested Math:
    - All Students: 100
    - Black/African American: 100
    - Hispanic: 100
    - Economically Disadvantages: 100
- Math percent scoring satisfactory 2014:
    - All Students: 50
    - Black/African American: 46
    - Economically Disadvantages: 48
- Math percent scoring satisfactory 2014:
    - All Students: 29
    - Black/African American: 10
    - Economically Disadvantages: 18

School Data Comparative Results 2014

2014 School Grades Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
School Grade	**B**	**C**	**C**	**C**
Reading % Satisfactory or Higher	55	48	48	47
Math% Satisfactory or Higher	50	49	47	46
Writing % Satisfactory or Higher	65	47	59	66
Science % Satisfactory or Higher	50	38	43	34
Reading Points for Gains	66	61	64	69
Math Points for Gains	70	58	66	66
Reading Gains for Low 25%	75	58	60	68
Math gains for Low 25%	77	53	63	67

2014 Reading FCAT 2.0 Reading Grade 6 Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	22	438	361	345
Mean DSS	223	221	219	218
% Level 1	9	23	28	26
% Level 2	36	28	25	32
% Level 3	45	27	25	23
% Level 4	9	17	16	15
% Level 5	0	5	6	4
% Passing	55	49	47	42

2014 Mathematics FCAT 2.0 Grade 6 Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	22	451	362	343
Mean DSS	221	221	218	218
% Level 1	27	35	39	38
% Level 2	23	19	22	22
% Level 3	45	22	20	23
% Level 4	5	19	14	13
% Level 5	0	6	6	3
% Passing	50	47	39	40

School Data Comparative Results 2015

2015 School Grades Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
Informational Baseline Grade 2015	**F**	**C**	**C**	**C**
ELA Achievement	14	40	41	39
Mathematics Achievement	29	46	45	42
Science Achievement		36	44	46
Social Studies Achievement		58	51	56
Middle School Acceleration		70	71	58
Total Points Earned	43	250	252	241
Total Components	2	5	5	5

2015 ELA Florida Standards Assessment Retrofitted 6 Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	24	384	384	300
Mean DSS	303	311	316	313
% Level 1	54	45	41	40
% Level 2	33	23	24	29
% Level 3	8	16	11	17
% Level 4	4	14	16	13
% Level 5	0	3	8	1
% Passing	13	33	35	30

2015 Mathematics Florida Standards Assessment Retrofitted Grade 6 Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	24	396	393	314
Mean DSS	308	315	316	310
% Level 1	50	40	44	48
% Level 2	21	18	22	25
% Level 3	21	20	12	16
% Level 4	8	15	12	9
% Level 5	0	6	11	2
% Passing	29	41	35	27

School Data Comparative Results 2016

2016 School Grades Comparative Results				
	Somerset Academy Pompano #5413	Crystal Lake Middle School #1871	Deerfield Beach Middle School #0911	Pompano Beach Middle School #0021
Grade 2016	**D**	**C**	**C**	**C**
ELA Achievement	39	40	40	43
ELA Learning Gains	41	47	46	58
ELA Learning Gains of Lowest 25%		42	38	52
Math Achievement	22	45	42	41
Math Learning Gains	29	46	49	41
Math Learning Gains of Lowest 25%		33	33	41
Science Achievement		39	37	38
Social Studies Achievement		50	54	58
Middle School Acceleration		75	68	60
Total Points Earned	131	417	407	438
Total Components	4	9	9	9

2016 Florida Standards Assessment ELA Grade 6 Comparative Results				
	Somerset Academy Pompano #5413	Crystal Lake Middle School #1871	Deerfield Beach Middle School #0911	Pompano Beach Middle School #0021
# of Students	20	418	311	325
Mean DSS	316	318	317	315
% Level 1	30	33	38	35
% Level 2	35	31	26	31
% Level 3	25	18	13	21
% Level 4	10	14	14	13
% Level 5	0	5	10	0
% Passing	35	37	36	34

2016 Florida Standards Assessment Mathematics Grade 6 Comparative Results				
	Somerset Academy Pompano #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	20	422	330	334
Mean DSS	312	316	315	310
% Level 1	35	43	45	46
% Level 2	45	18	20	26
% Level 3	15	15	15	17
% Level 4	5	16	7	11
% Level 5	0	8	12	0
% Passing	20	39	35	28

School Data Comparative Results 2017

2017 School Grades Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
Grade 2017	**I/C**	**C**	**C**	**C**
ELA Achievement	46	38	38	48
ELA Learning Gains	55	43	45	41
ELA Learning Gains of Lowest 25%	57	29	36	49
Math Achievement	36	41	42	38
Math Learning Gains	43	40	50	45
Math Learning Gains of Lowest 25%	37	34	34	52
Science Achievement	32	38	36	41
Social Studies Achievement	60	45	55	45
Middle School Acceleration	46	83	71	59
Total % Points	46	43	45	61

2017 Florida Standards Assessment ELA Grade 6 Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	149	406	388	353
Mean DSS	321	313	315	316
% Level 1	24	43	41	38
% Level 2	33	20	24	25
% Level 3	24	16	16	17
% Level 4	16	17	12	15
% Level 5	3	3	7	5
% Passing	43	37	36	37

2017 Florida Standards Assessment Mathematics Grade 6 Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	149	412	402	360
Mean DSS	315	311	315	315
% Level 1	34	48	43	37
% Level 2	31	16	19	25
% Level 3	26	17	17	24
% Level 4	8	16	14	10
% Level 5	1	3	8	4
% Passing	35	36	39	38

2017 Florida Standards Assessment ELA Grade 7 Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	93	410	318	340
Mean DSS	322	322	321	320
% Level 1	19	40	46	41
% Level 2	28	25	22	26
% Level 3	30	15	11	19
% Level 4	17	13	10	13
% Level 5	5	6	11	2
% Passing	53	34	32	34

2017 Florida Standards Assessment Mathematics Grade 7 Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	82	372	308	308
Mean DSS	323	314	318	318
% Level 1	28	51	50	37
% Level 2	40	21	18	29
% Level 3	21	14	14	25
% Level 4	11	8	6	8
% Level 5	0	6	12	1
% Passing	32	28	31	34

2017 Civics EOC Grade 7 Assessment Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	93	412	358	341
Mean DSS	397	391	395	394
% Level 1	18	32	27	19
% Level 2	23	25	23	27
% Level 3	28	16	22	30
% Level 4	20	10	9	15
% Level 5	11	17	19	9
% Passing	59	43	49	54

2017 Florida Standards Assessment ELA Grade 8 Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	95	399	384	284
Mean DSS	332	325	327	333
% Level 1	33	44	43	27
% Level 2	25	20	20	25
% Level 3	17	17	12	25
% Level 4	9	14	15	17
% Level 5	5	5	9	5
% Passing	42	36	37	47

2017 Florida Standards Assessment Mathematics Grade 8 Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	69	243	292	217
Mean DSS	326	312	316	329
% Level 1	43	66	57	35
% Level 2	25	21	22	24
% Level 3	23	12	15	25
% Level 4	7	0	4	10
% Level 5	1	0	2	7
% Passing	32	13	21	41

Spring Algebra I FSA EOC Assessment Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	25	159	91	56
Mean DSS	505	511	535	518
% Level 1	24	9	0	4
% Level 2	8	8	0	5
% Level 3	40	47	14	45
% Level 4	24	21	34	25
% Level 5	4	14	52	21
% Passing	68	82	100	91

Spring NGSSS Science Grade 8 Assessment Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	74	389	334	286
Mean DSS	187	189	184	198
% Level 1	43	46	50	25
% Level 2	35	23	29	31
% Level 3	16	14	14	23
% Level 4	5	9	5	11
% Level 5	0	7	1	9
% Passing	22	31	21	44

Spring NGSS Biology EOC Assessment Comparative Results				
	Somerset Academy Key Charter Middle School #5413	**Crystal Lake Middle School #1871**	**Deerfield Beach Middle School #0911**	**Pompano Beach Middle School #0021**
# of Students	21	25	63	n/a
Mean DSS	402	434	430	n/a
% Level 1	5	0	0	n/a
% Level 2	24	0	0	n/a
% Level 3	48	12	25	n/a
% Level 4	24	36	27	n/a
% Level 5	0	52	48	n/a
% Passing	71	100	100	n/a

B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

From the 2013-2014 school year through the 2015-2016 school year Somerset Academy Key Charter Middle School #5413 was known as Somerset Academy Middle (Pompano). Due to space limitations of the facility during those years the school only serviced students in grade six. Because of the low number of enrolled students, demographic data is limited with regards to the total number of students proficient in each demographic and the percent of students proficient. Because there are less than ten students in most reporting AMO categories, the FLDOE does not populate a percentage proficient; only reporting that a given demographic met or did not meet AMO targets. According to state accountability reports, Somerset Academy Middle (Pompano) did not achieve AMO goals for any demographic during those three school years.

Beginning with the 2016-2017 school year Somerset Academy Middle (Pompano) moved to its current location in Deerfield Beach, FL and was renamed Somerset Academy Key Charter Middle School #5413. AMO is no longer a school accountability component. However, to ensure success on FSA for all of our students, our students participate in a biweekly progress monitoring program that identifies strengths and weaknesses in reading and math. Teachers use instructional focus calendars to guide instruction and formative assessments to provide differentiated instruction. Our teachers also use supplemental resources such as, Ready Florida LAFS and MAFS to ensure that our students demonstrate mastery in Florida standards. Students also use iReady Reading and Math. Also, we have resource teachers that conduct push-in or pull-out tutoring throughout the

school day. We offer FSA tutoring to students that have been identified as the lowest 30% or have been identified by our teachers as students that may require additional support to achieve proficiency in a specific subject area. Somerset Academy Key Charter Middle School #5413 will continue to monitor the success of all of our students and those in each of our demographic subgroups.

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

From the 2013-2014 school year through the 2015-2016 school year Somerset Academy Key Charter Middle School #5413 was known as Somerset Academy Pompano Middle School. During those years the school only serviced students in grade six. Because of the low number of enrolled students' specific demographic data is limited with regards to the total number of students proficient in each demographic and the percent of students proficient. According to state accountability reports, Somerset Academy Pompano Middle School did not achieve AMO goals for any demographic during those three school years.

AMO is no longer a school accountability component. However, to ensure success on FSA for all of our students, our students participate in a biweekly progress monitoring program that identifies strengths and weaknesses in reading and math. Teachers use instructional focus calendars to guide instruction and formative assessments to provide differentiated instruction. Our teachers also use supplemental resources such as, Ready Florida LAFS and MAFS to ensure that our students demonstrate mastery in Florida standards. Students also use iReady Reading and Math. Also, we have resource teachers that conduct push-in or pull-out tutoring throughout the school day. We offer FSA tutoring to students that have been identified as the lowest 30% or have been identified by our teachers as students that may require additional support to achieve proficiency in a specific subject area.

Somerset Academy Key Charter Middle School #5413 also uses data from ACCESS for ELL's to target specific student needs with regards to our language learners. With the assistance of our ELL Liaison, teachers are able to differentiate instruction to meet the needs of those language learners and move them towards proficiency. English Language Learners have been identified and selected

to be part of a full after school tutoring program that will support language acquisition for ELL Level 1 students and ELL students who were not proficient on the FSA. The Access Newcomers curriculum will be used for ELL Level 1s. This curriculum has built in phonemic, and phonological awareness activities that will help students develop the English language. The Access English curriculum will be implemented during after school tutoring for ELL levels 2-4 who failed the Florida Standards Assessment in Reading.

Driving instruction with an underlining focus on reading strategies will help all subgroups make progress toward grade-level achievement goals. Somerset Academy Key Charter Middle School #5413 is implementing the K-12 Reading Plan. The school reinforces best practices in Reading by implementing close reading activities and rereading of texts central to instruction, provide scaffolding, asking text dependent questions, offering opportunities to students to share ideas, evidence and research. The school offers a variety of text mediums for students. On-going interventions are provided to identified level 1 and level 2 students through the National Geographic Inside curriculum. An important focus of the school's reading initiative is to develop student's listening and speaking skills. The curriculum coach implements and facilitates professional learning opportunities for teachers on best practices used to align curriculum to Language Arts Florida Standards for speaking and listening. Teacher use project-based learning and a variety of media to facilitate activities that help reinforce the skills needed to master these standards. Teachers also have access to a variety of resources provided by the online components of the curriculum to incorporate listening and speaking components within their instruction through audio books, text-based discussions, collaborative talks, research projects, etc. The curriculum coach provides teachers continuous support in planning and aligning instruction to the Language Arts Florida Standards for Speaking and Listening. The Collaborative Problem Solving Team/ RtI team ensures that students within the varied tiers are making adequate progress towards the Florida Standards. The implementation of the K-12 reading plan is an important part of ensuring College and Career Readiness for all subgroups within the school.

D. Summarize the demonstrated proficiency of the charter school's progress toward meeting proficiency in subjects tested (math, reading, writing and science). If the school is not using

state assessments such as FSA or EOC, what assessments is the school administering and how often to monitor student progress?

Somerset Academy Key Charter Middle School #5413 administers state assessments to demonstrate progress towards meeting proficiency in Math, Reading, Writing and Science. However, during the first three years of operation, the school only had sixth grade. For this reason, there are some state assessments for seventh grade and eighth grade that are not present in the data for 2013-2014, 2014-2015, and 2015-2016 school year. In the 2016-2017 school year, Somerset Academy Key Charter Middle School #5413 relocated and expanded to serve students in sixth through eighth grade.

2013-2014 School Year:

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Data

2013-2014 FCAT Reading 2.0 Data:

- Twenty-two sixth grade students participated on the 2014 Reading FCAT 2.0 assessment. The mean developmental scale score was a 223.
- Fifty-five percent of the students were proficient scoring a level 3 or above.

2013-2014 FCAT Mathematics 2.0 Data:

- Twenty-two sixth grade students participated on the 2014 Mathematics FCAT 2.0 assessment. The mean developmental scale score was a 221.
- Fifty percent of the students were proficient scoring a level 3 or above.

2014-2015 School Year:

Spring Florida Standards Assessment (FSA) Data:

2014-2015 Spring English Language Arts Grade 6 Retrofitted School Results Data:

- Twenty-four sixth grade students participated in the 2015 Spring English Language Arts Grade 6 Florida Standards Assessment. The mean developmental scale score was a 303.
- Thirteen percent of the students were proficient scoring a level 3 or above.

2014-2015 Spring Mathematics Grade 6 Retrofitted School Results Data:

- Twenty-four sixth grade students participated in the 2015 Spring Mathematics Grade 6 Florida Standards Assessment. The mean developmental scale score was a 308.
- Twenty-nine percent of the students were proficient scoring a level 3 or above.

2015-2016 School Year:

Spring Florida Standards Assessment (FSA) Data:

2015-2016 Spring English Language Arts Grade 6 School Results Data:

- Twenty sixth grade students participated in the 2016 Spring English Language Arts Grade 6 Florida Standards Assessment. The mean developmental scale score was a 316.
- Thirty-five percent of the students were proficient scoring a level 3 or above.

2015-2016 Spring Mathematics Grade 6 School Results Data:

- Twenty sixth grade students participated in the 2016 Spring Mathematics Grade 6 Florida Standards Assessment. The mean developmental scale score was a 312.
- Twenty percent of the students were proficient scoring a level 3 or above.

2016-2017 School Year:

2016-2017 Spring Florida Standards Assessment (FSA) Data:

2016-2017 Spring English Language Arts Grade 6 School Results Data:

- One hundred forty-nine sixth grade students participated in the 2017 Spring English Language Arts Grade 6 Florida Standards Assessment. The mean developmental scale score was a 321.
- Forty-three percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring Mathematics Grade 6 School Results Data:

- One hundred forty-nine sixth grade students participated in the Spring Mathematics Grade 6 Florida Standards Assessment. The mean developmental scale score was a 315.
- Thirty-five percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring English Language Arts Grade 7 School Results Data:

- Ninety-three seventh grade students participated in the 2017 Spring English Language Arts Grade 7 Florida Standards Assessment. The mean developmental scale score was a 332.
- Fifty-three percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring Mathematics Grade 7 School Results Data:

- Eighty-two seventh grade students participated in the Spring Mathematics Grade 7 Florida Standards Assessment. The mean developmental scale score was a 323.
- Thirty-two percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring Algebra I FSA EOC Assessment Grade 7 School Results Data:

- Nine seventh grade students participated in the Spring Algebra I EOC Florida Standards Assessment. The mean developmental scale score was a 509.
- Fifty-five percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring NGSS Civics EOC Assessment Grade 7 School Results Data:

- Ninety-three seventh grade students participated in the Spring NGSS Civics EOC Assessment. The mean developmental scale score was a 397.
- Fifty-nine percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring English Language Arts Grade 8 School Results Data:

- Ninety-five eighth grade students participated in the 2017 Spring English Language Arts Grade 8 Florida Standards Assessment. The mean developmental scale score was a 332.
- Forty-two percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring Mathematics Grade 8 School Results Data:

- Sixty-nine eighth grade students participated in the Spring Mathematics Grade 8 Florida Standards Assessment. The mean developmental scale score was a 326.
- Thirty-two percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring Algebra I FSA EOC Assessment Grade 8 School Results Data:

- Sixteen eighth grade students participated in the 2017 Spring Algebra I EOC Florida Standards Assessment. The mean developmental scale score was a 501.
- Sixty-two percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring Algebra II FSA EOC Assessment Grade 8 School Results Data:

- Ten eighth grade students participated in the 2017 Spring Algebra II EOC Florida Standards Assessment. The mean developmental scale score was a 510.
- Fifty percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring NGSS Biology EOC Assessment Grade 8 School Results Data:

- Twenty-one eighth grade students participated in the Spring NGSS Biology EOC Assessment. The mean developmental scale score was a 402.
- Seventy-one percent of the students were proficient scoring a level 3 or above.

2016-2017 Spring NGSS Science Assessment Grade 8 School Results Data:

- Seventy-four eighth grade students participated in the Spring NGSS Science Assessment. The mean developmental scale score was a 187.
- Twenty-one percent of the students were proficient scoring a level 3 or above.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

Florida Standards Assessment Evaluation of Learning Gains

Somerset Academy Key Charter Middle School #5413 establishes annual growth for students in grades 6-8 by analyzing student learning gains on the Florida Standards Assessment (FSA).

2015-2016

41% of students made learning gains in English Language Arts (ELA)

29% of students made learning gain in Mathematics.

2016-2017

55% of students made learning gains in English Language Arts (ELA).

43% of students made learning gain in Mathematics.

iReady Assessment Evaluation of Annual Growth

Somerset Academy Key Charter Middle School #5413 establishes annual growth for students in grades 6-8 in reading and mathematics by progress monitoring students three times a year. The iReady instructional program provides growth targets for all students by grade, independent of placement level in i-Ready. In order for students to show one year's worth of growth annually in reading students must increase their score. Refer to the list of scores needed to show one year's worth of growth by grade level:

Reading

Grade 6: Scale score increase of 15 points

Grade 7 Scale score increase of 13 points

Grade 8: Scale score increase of 13 points

Mathematics

Grade 6: Scale score increase of 13 points

Grade 7 Scale score increase of 11 points

Grade 8: Scale score increase of 11 points

2016 Annual Growth

Fifty-five percent of students demonstrated one year's worth of growth as per iReady results in Reading and forty-two percent in Mathematics.

Students who did not show one year's growth in iReady Reading or Mathematics or made learning gains on the Florida Standards Assessment were placed in intensive courses and provided instructional support through small groups, push-in/pull-out, and tutoring with the intension to close the learning gap.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading. If the students are not, what measures will the charter school implement?

Florida Standards Assessment Evaluation of Learning Gains within Lowest 25%

Somerset Academy Key Charter Middle School #5413 establishes annual growth for students in grades 6-8 by analyzing learning gains within the lowest 25% on the Florida Standards Assessment (FSA).

2016-2017

57% of students in the lowest 25% made learning gains in English Language Arts (ELA)

37% of students in the lowest 25% made learning gain in Mathematics.

Somerset Academy Key Charter Middle School #5413 continues to implement several instructional support measures to ensure student achievement in the area of mathematics. The curriculum coach has been assigned as the math department lead. She works with the mathematics

department on a continuous basis by providing instructional support. She visits classrooms, provides feedback, and coaches mathematics teachers on best practices. The math department implements on-going progress monitoring through iReady Diagnostics, bi-weekly mini assessments by standards, and the Broward Standards Assessment. The math teachers and department head work together to analyze data results and make instructional implications. Data results are also discussed during administrative data chats. Small group instruction is provided to student's dependent on their specific needs based on classwork, observations and assessment results Teacher utilize the tools from my.hrw to attain intervention work samples, reteach, and enrichment resources to provide additional support. Math tutoring is offered to eligible students beginning in October. Students in the lowest 25% or who have scored a Level 1 in state-wide assessments are automatically scheduled into intensive math courses.

In order to increase student performance in achieving mastery of the Language Arts Florida Standards, the school's leadership team will ensure implementation of reading strategies across the curriculum. Teachers were provided in-depth training on implementing best instructional reading and writing practices within the content areas (to include electives). The training focused on unlocking the Florida Language Arts Standards for reading, writing, listening and speaking and examples of practical close reading, vocabulary, writing and other pertinent language arts strategies that can be implemented to support the area of English Language Arts. In addition to the school-wide reading initiative, the school heavily focuses on using data to drive instruction in ELA. The school uses the iReady Diagnostic and Instruction program for Reading. Students are assessed three times a year to note areas of strengths and weaknesses and ensure progress towards grade-level standards. The leadership team gathers to analyze and synthesize data and implement. Teachers also administer bi-weekly benchmark mini assessments to measure student mastery of specific concepts reviewed during a two-week period. This provides teachers with immediate data that is used to determine resources and needs for small group instruction. The after school curriculum is also aligned to the data received through progress monitoring and diagnostic assessments. The curriculum coach analyzes student data to determine best resources to use during the program. Saturday school enrichment tutoring will be offered to selected students. Bubble students, that is, students at risk of dropping to a lower level or students with developmental scale scores close to achieving a higher level will be selected for the enrichment camp. Somerset

Academy Key Charter Middle School #5413 is hosting two literacy events throughout the school year to promote reading and writing throughout the school. Parents will be trained on strategies to help reinforce literacy at home. English Language Arts is a key focus at Somerset and the leadership team is exhausting all measures to ensure student success.

G. Verify that the school is appropriately administering applicable state standardized tests to its students. If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

2013-2014 School Year

One-hundred percent of students enrolled in Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) participated in the sixth grade FCAT 2.0 in Reading and Mathematics.

2014-2015 School Year

One-hundred percent of students enrolled in Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) participated in the sixth grade Florida Standards Assessments in Reading and Mathematics.

2015-2016 School Year

One-hundred percent of students enrolled in Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) participated in the sixth grade Florida Standards Assessment in Reading and Mathematics.

2016-2017 School Year

One-hundred percent of students enrolled in Somerset Academy Key Charter Middle School #5413 participated in the Florida Standards Assessment and Next Generation Sunshine State Standards (NGSS) End-of-Course Assessments.

- Students enrolled in sixth grade courses participated in the Florida Standards Assessment in English Language Arts (Reading and Writing) and Mathematics.
- Students enrolled in seventh grade courses participated in Florida Standards Assessment in English Language Arts (Reading and Writing) and Mathematics and participated in the NGSS Civics End-of-Course Exam.

- Students enrolled in eighth grade courses participated in Florida Standards Assessment in English Language Arts (Reading and Writing) and Mathematics and participated in the NGSS Grade 8 Science exam.
- Middle school level students taking high school courses in Algebra I participated in the Algebra I End-of-Course Assessment.
- Middle school level students taking high school courses in Biology participated in the NGSS Biology I End-of-Course Assessment.

H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.

Comparative Results 2014

Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) exceeded the performance in the percentage of students who scored satisfactory or higher in Reading and Math when compared to schools with closely comparable student populations. Fifty-five percent of students scored satisfactory or higher in Reading and fifty-percent in Math compared to an average of 47 by neighboring schools. Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) was given a grade of a B during its first year, compared to its neighboring school that received a grade of a C.

Comparative Results 2015

When comparing school grades from the FLDOE accountability reports in 2015, Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) significantly dropped in performance when compared to the performance of schools with closely comparable student populations. The Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) ELA Achievement in 2015 was at 14% compared to that of 40% performance of neighboring schools. The Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) Mathematics Achievement in 2015 was at 29% compared to that of 44% performance of neighboring schools. At the time, Somerset Academy Key Charter

Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) had a total of twenty-four sixth grade students that made up the population of the school, compared to an average of 356 student populations in the schools with closely comparable student populations.

Comparative Results 2016

In 2016, Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) performed slightly lower than schools with closely comparable student populations. In comparison to the other schools that were measured for a School grade on 9 components, Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) was measured based on 4 components. In ELA achievement, Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) was close to meeting the performance of neighboring schools by 2%. Thirty-nine percent of Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) students score proficiency on the FSA ELA compared to an average of 42% in neighboring schools. Forty-one percent of students made learning gains in ELA, compared to an average of fifty percent learning gains in schools with similar populations. Somerset Academy Key Charter Middle School #5413 (formerly known as Somerset Academy Pompano Middle School) scored below that of comparable schools by 12% in Mathematics proficiency.

Twenty-two percent of students scored proficiency in FSA Mathematics compared to an average of forty-two percent for schools with comparable populations. However, twenty-nine percent of students made learning gains from the year prior. An average of forty-five percent of students made learning gains in neighboring schools.

Comparative Results 2017

Somerset Academy Key Charter Middle School #5413 school grade results for 2017 exceeded the performance of schools with closely comparable student populations in most components that were assessed. Forty-six percent of students scored proficient on the FSA ELA in 2017. An average of forty-one percent of students scored proficiency in the same area in schools with comparable populations. Student learning gains in ELA surpassed those of neighboring schools. Fifty-five percent of students made learning gains compared to the average of forty-three percent of schools

with comparable populations. Somerset Academy Key Charter Middle School #5413 outperformed other schools in the area of ELA Learning Gains of the lowest 25%. Fifty-seven percent of students in the lowest 25 percentile made learning gains from 2016 to 2017. An average of forty percent of students in the lowest 25% in ELA made learning gains in neighboring schools. Thirty-six percent of students scored proficient on the FSA Mathematics in 2017. An average of forty-five percent of students scored proficiency in the same area in schools with comparable populations. Student learning gains in Math met those of neighboring schools. Fifty-three percent of students made learning gains compared to the average of forty-five percent of schools with comparable populations. Somerset Academy Key Charter Middle School #5413 outperformed other schools in the area of Math Learning Gains of the lowest 25%. Thirty-seven percent of students in the lowest 25 percentile made learning gains from 2016 to 2017. An average of thirty-four of students in the lowest 25% in Mathematics made learning gains in neighboring schools.

I. Identify the charter school's school grade. If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade? If a charter school does not get a school grade nor a School Improvement Rating, what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?

Prior to moving to Deerfield Beach, FL under a new administration, Somerset Academy Key Charter Middle School #5413 was formerly known as Somerset Academy Middle (Pompano). During the 2013-2014 school year the school earned an initial school grade of a "B." The following school year the school earned an "F" baseline grade under the new FSA scoring system. School Improvement Plans were not required during the 2014-2015 school year due to the introduction of the first year of the FSA and scores not being released until late in the school year. As a result of a "D" grade following the 2015-2016 the school was required to create and implement a school improvement plan, which was executed by the new administration as Somerset Academy Key Charter Middle School #5413. The school has met the standards of increasing student scores and school grade by increasing both the proficiency in ELA and Math over the past 3 years from a 13% to 46% in ELA, and from 29% to 35% in Math. Somerset Academy Key Charter Middle School #5413 continues to monitor the effectiveness of that SIP and currently the school is not

required to create a School Improvement Plan as a result of the school earning a "C" grade for the 2016-2017 school year.

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

Somerset Academy Key Charter Middle School #5413 was not currently required to develop a School Improvement Plan (SIP) for the 2017-2018 school year. However, the school was required to create a School Improvement Plan during the 2016-2017 school year. The SIP was approved and the school implemented the plan which showed to have a positive impact as the school improved from a "D" to a "C". Somerset Academy Key Charter Middle School #5413 is currently in the monitoring stage of SIP implementation. The school continues to work diligently on implementing the strategies set forth by the plan to ensure continuous improvement. Continuous progress monitoring was a significant component of school improvement plan. The school administrative team is diligently working towards gathering relevant formative and summative assessment data that will drive instruction to move students forward to attaining mastery of Florida Standards. The school is also working on improving in the areas of parent involvement. Serving the community and ensuring that all stakeholders effectively collaborate for the greater good of the school community is part of the mission of driving the school forward and successfully.

K. Identify if the charter school has been identified as one of the Lowest 300 Performing Elementary Schools in Florida. If yes, explain the measures that the charter school will take or has been taking to remedy this status.

Somerset Academy Key Charter Middle School #5413 services students in grades six through eight; therefore, this narrative is not applicable.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable. If the charter school has not received an SIR of Improving, what measures has the charter school taken or will the charter school be taking to improve the rating?

Somerset Academy Key Charter Middle School #5413 has not been identified as a school in need of improvement; therefore, this narrative is not applicable.

M. Identify the charter school's graduation rate, if applicable. What has been the charter school's graduation rate goal? Has the charter school met this goal? If yes, what steps will the charter school take to continue to meet this goal? If no, what measures will the charter school implement to increase its graduation rate to meet its goal?

Somerset Academy Key Charter Middle School #5413 serves students in grades six through eight; therefore, a graduation rate is not applicable for this school.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below.

Sources of evidence for this section should include attachments of the following:

- **FCAT 2.0 (applicable years during the term of current charter agreement)**
- **FSA (applicable years during the term of the current charter agreement)**
- **EOC (applicable years during the term of the current charter agreement)**
- **State AYP/AMO Standards**
- **FLDOE School Grade (prior 5 years)**
- **FLDOE Report Card**
- **300-Lowest Performing Elementary Schools Plan**
- **Progress Monitoring Reports (prior 5 years)**
- **Notification of School Improvement Rating (prior 5 years), If Applicable**
- **Graduation Rate (prior 5 years), If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**

Unless otherwise specified, all sources of evidence will be for the prior year only.

Evaluation Criteria: Federal and State Accountability

This section should provide the reviewer with the academic details related to the charter school's federal and state accountability. The narrative should clearly explain the progress of the charter school and identify any shortcomings in standardized testing. The sources of evidence should be those that have been provided by the Florida Department of Education

EDUCATIONAL PERFORMANCE

Statutory References: Section 1002.33(7)(a)3, Florida Statutes

Mission-Specific Accountability:

A. Achievement of Mission/Specific Goals

In narrative format:

A. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement. If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The History of our Mission Statement:

The mission listed in our original charter application was the following "Somerset Academy Inc. promotes a culture that maximizes student achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment. The Mission for Somerset Academy Middle (Pompano) is to nurture the intricate balance between academics and arts, curriculum and culture, achieving Next Generation Sunshine State/Common Core Standards (NGSSS/CCS) and student success. This mission will lay the foundation and promote the development of responsible, passionate, lifelong learners in a safe and inviting environment. Constantly innovative administrators and educators, combined with involved parents, will be charged with the duty to aid the ascent of the students and reach their maximum potential." During our fourth year of operation, our School Advisory Council felt that we needed to revise our mission statement due to the relocation and growth of the school community. School stakeholders alongside our School Advisory Council created the following mission, which is the mission that we still follow today.

Our Mission:

Somerset Academy Key Charter Middle School sets high academic and social expectations that together lead to the successful development of our students and provides each child the opportunity to be prepared to become leaders in an ever-changing society.

A. Achievement of Mission/Specific Goals:

Our school achieves its goals by developing, implementing, and demonstrating high academic standards and social expectations. We have character education programs. Our school has academic and behavior incentive programs that communicate and reinforce high expectations. We understand that we have a responsibility to prepare every student to think critically, problem-solve, understand and embrace diversity so that they can and will contribute, both locally and globally, in an ever-changing society. Our school provides a safe, caring and positive school environment. We ensure that family and community involvement are an important part of our school because they directly correlate to each student's academic success.

Somerset Academy Key Charter Middle School's goals are stated below:

1. Improve student learning and academic achievement:

We offer a well-rounded educational program that holds our school and students accountable for meeting goals and standards, as well as those required by the State of Florida and Broward County Public Schools. Our school ensures that reading is the primary focus of the school. We ensure that instruction is data-driven, standards-based, individualized and student-centered. In order to set high expectations, we analyze data and set annual goals in all subject areas. To ensure academic success, we monitor our student's program and track strengths and weaknesses. Teachers use instructional focus calendars to guide instruction and formative assessments to provide differentiated instruction. We have supplemental resources such as, Ready Florida LAFS and MAFS to ensure that our students demonstrate mastery in Florida Standards. Students also use iReady Reading and Mathematics. It is our school's vision, mission and beliefs that children are all unique and learn in different ways. The educational philosophy of our school is geared at increasing learning opportunities and raising the academic achievement of all its students.

2. Increase learning opportunities for all students, with a special emphasis on low-performing students and reading:

At Somerset Academy Key Charter Middle School #5413, reading proficiency is of the highest importance, and is the main focus of the curriculum. We implement Broward County Public Schools' K-12 Comprehensive Research-Based Reading Plan (CRRP) with fidelity. In addition,

we increase learning opportunities for all students through progress monitoring and assessment of student performance. Emphasis is placed on low performing students, beginning with identification of those not making adequate progress and/or not demonstrating mastery of Florida Standards. We have resource teachers that conduct push-in or pull-out tutoring throughout the school day. We also have a reading interventionist and a math interventionist that provide support for Tier 2 and 3 students. We offer afternoon tutoring to students that have been identified as the lowest 30% or have been identified by their teacher. Differentiated instruction methods are used as part of daily classroom teaching.

3. Encourage the use of innovative learning methods:

Innovative programs are incorporated into our curriculum framework. The school has adopted state-approved curriculum; however, we implement innovative tools and programs to foster creativity and empower our students. Our classrooms are technology rich. Every student and teacher classroom has access to our three computer labs that have 115 desk top computers. Every classroom has a Promethean Board and a document imaging camera. Our school also has a laptop cart that holds 30 laptops available for use at any time schoolwide. Our school also uses project-based learning as a way of engaging students in peer instruction, discussion groups and collaborative problem solving. Our students participate in STEM activities that are cross curricular and also teach skills like communication, problem solving, critical thinking, creativity, and data analysis. At Somerset Academy Key Charter Middle School #5413, we truly believe that innovative teaching methods and approaches can truly enhance the learning process.

4. Require the measurement of learning outcomes:

At Somerset Academy Key Charter Middle School #5413, the assessment of learning outcomes is a process designed to improve teaching and learning. Assessment is an on-going activity that serves to enhance our school's mission. Continued assessment activity promotes further examination of curricular goals and any necessary adjustments or revisions of the curriculum. Our teachers administer outcome based assessments that provide direct evidence of student learning like: pre and post-test, biweekly progress monitoring, and formative assessments. In order to ensure that teachers measure learning outcomes, they are required to maintain a data binder, electronic gradebook, conduct data chats with students and curriculum coaches, and communicate outcomes with parents.

Sources of evidence for this section should include attachments of the following:

- **The mission statement as defined in the charter school's initial contract/application**
- **In cases of subsequent renewals, include the mission statement as defined by the current agreement.**

Evaluation Criteria: Mission-Specific Accountability
This section should provide the reviewer with the charter school's mission and how the charter school has been achieving its goals as defined in the mission.

EDUCATIONAL PERFORMANCE

Statutory Reference: Sections 1002.33(7)(a)1, 1002.33(7)(a)2, 1002.33(7)(a)4, 1002.33(16)(a)3, 1003.56, Florida Statutes
State Board Rules: Rules 6A-6.0902 – 6A-6.0909 (ELL), 6A-603011 – 6A-60361 (ESE), Florida Administrative Code

Educational Program Implementation:

A. Implementation of Mission
B. Implementation of Curriculum and Instructional Techniques
C. Implementation of Specialized Instruction for Students (particularly of those below grade level)
D. Data-Driven Decision-Making
E. Implementation of Exceptional Education Programs
F. Implementation of ELL Program
G. Implementation of MTSS/RtI Early Warning Systems

In narrative format:

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

Somerset Academy Key Charter Middle School #5413's mission is to set high academic and social expectations that together lead to the successful development of our students and provides each child the opportunity to be prepared to become leaders in an ever-changing society. The key to implementing the school's mission is the collaboration and teamwork with the stakeholders: parents, students, teachers, curriculum coaches and administration. The administration uses progress monitoring data to make important decisions about the curriculum and technology programs that will be available for teachers and students. Curriculum coaches work closely with each team to help teachers develop a thorough understanding of the standards and the formative assessment data that guide their instruction. Teachers also receive professional development to keep them up to date with the latest teaching trends, best practices and best strategies. Ona weekly basis our teachers participate in common planning with our curriculum coaches to discuss data and other important topics that drive instruction. Our learning environments foster collaborative learning, exploration, curiosity, literacy development and integration of the content areas. Families also receive valuable information in quarterly parent universities that they can use to help their child experience success in school. In our school, academic success is of utmost importance, but

social expectations are equally important. Students learn about good citizenship and other valuable traits through our character education program. Once a month, one student from every class is recognized for exhibiting the trait of the month in our Student of the Month ceremony. We also have school-wide events, such as assemblies on social expectations, Family Literacy Night, Math and Science Night, Multicultural Day and Career Day, promote positive social interactions among the students and staff. Most importantly, these events foster a safe and respectful environment, where students can share their ideas, learn from others, and celebrate diversity. As the school's administrators, curriculum coaches and teachers learn about new strategies and research in the educational field, we find ways to implement them in our curriculum to create lifelong learners prepared to contribute in a society that is constantly evolving.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

Somerset Academy Key Charter Middle School #5413 successfully implements state-approved curriculum and research-based strategies for daily whole group and small group differentiated instruction. Teachers use Collections, Inside, Go Math, Science Fusion curriculums and plan standards-based lessons. Additionally, teachers and students also have access to technology programs in iReady Reading and Math that reinforce important skills and provide multiple practice opportunities. In the beginning of the year, teachers receive instructional focus calendars that initially provides them with a timeline and helps them set short-term and long-term goals for their students. As the year progresses and teachers begin to use formative assessments in the class and analyze that data, they make instructional decisions to address individual student needs as well. Our Curriculum coach consistently communicates the importance of using the instructional focus calendar in combination with formative assessment data. Formative assessments are very powerful when the data is analyzed and students are provided with immediate feedback. In addition to the on-going communication between literacy coaches and teachers in weekly common planning, administrators conduct walk-throughs to ensure that the teachers follow their schedule and that the research-based curriculum and strategies are implemented effectively. During walk-throughs,

lesson plans are reviewed to ensure that teachers are addressing the needs of all students, including those with an individualized educational plan and English Language Learners.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students' ability to achieve grade level proficiency.

Somerset Academy Key Charter Middle School #5413 provides effective instructional strategies to struggling students that support their ability to achieve grade level proficiency by first identifying specific student needs through on-going progress monitoring. It is part of the instructional plan of Somerset Academy Key Charter Middle School #5413 to provide Baseline/Diagnostic and mini-benchmark assessments throughout the school year in order to measure student progress toward grade-level and subject Florida standards. The data gathered is analyzed during grade-level/department meetings and/or data chats and used to make instructional decisions for all student's dependent on their ability and need.

Teachers analyze i-Ready Reading and Mathematics Diagnostic data by identifying scores that are below grade level in each domain. Students are placed in instructional groups passed on their like needs in each of the specific domains. The iReady program is embedded with specific resources aligned to the data in which teachers pull to use during small group instruction, homework, or extra practice. iReady Diagnostics are implemented three times during the school year to measure progress and to continue identify student specific/ class specific needs.

Mini-benchmark assessments are implemented bi-weekly to gauge student mastery of specific concepts covered during the selected period. This provides teachers with on-going raw data on student performance in their classes based on the Florida aligned standards they are teaching throughout the school year. The assessment data helps not only identify progress on standards that have been taught previously but also assists in determining small group instruction and placement.

Somerset Academy Key Charter Middle School #5413 also opts in to the Broward Standards Assessment that is also aligned to the Florida Standards. This mid-year assessment provides

standards based data used to identify specific standards students have either mastered or lack proficiency in. This tool is valuable used to measure mastery on specific benchmarks.

At Somerset Academy Key Charter Middle School #5413 Students will be given monthly writing performance tasks to monitor student progress toward proficiency in the ELA Writing Assessment. The performance tasks will be retrieved from the Florida Department of Education (FLDOE) website from prior FSA Writing assessments and from the Broward County School English Language Arts SharePoint. In addition, exemplar student samples of writing materials and resources will also be retrieved from Achievethecore.org. These resources are aligned to the standards and the student models provided will be helpful to meet student needs. The new writing rubrics will be used to evaluate the performance tasks and will be part of the data chat process and a tool for instructional decision-making. Teachers will use the writing rubrics to assess students writing skills in three domains: Purpose, Focus, and Organization (4-point Rubric) Evidence and Elaboration (4-point Rubric) Conventions of Standard English (2-point Rubric). Teachers will upload the results in a spreadsheet that will show student performance results in each of the areas and send them to the administrators for review and feedback. The results will be discussed during the RTI/ Literacy Leadership meetings. Teachers will use exemplar models to support writing instruction. Student writing samples will be used as models. Teachers will also pull examples from the Florida Standards Assessment website, FLDEO, and/or student curriculum. In addition, exemplar student samples of writing materials and resources will also be retrieved from Achievethecore.org. These resources are aligned to the standards and the student models provided will be helpful for your needs.

After school tutoring is offered to students that have been identified as the lowest 30% or have been identified by their teacher as needing additional support. Reading and Math tutoring are offered to identified students from 3:00 pm - 4:00 pm two times per week. Saturday tutoring will begin in January. Students are provided baseline assessments at the beginning of tutoring programs and at the end to measure student growth and progress. Students identified for reading tutoring will work out of Ladders to Success, Florida Edition and for math Support Coach, Florida Edition. By working as a team, we ensure that effective instructional strategies are truly assisting struggling students to achieve grade level proficiency.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Frequently, qualitative and quantitative data is collected, interpreted and utilized to inform and guide instructional planning that is aligned with the Florida Standards and the Next Generation Sunshine State Standards. Before the start of a new school year, teachers, instructional coaches and administration collaborate in vertical planning meetings to identify standards that students are mastering and standards that need to be addressed differently to ensure that students are able to master prerequisite skills prior to entering the next grade level. The discussion includes the use of specific instructional strategies and resources that can be used to teach the identified standards. This qualitative data, as well as teacher growth plans, walkthroughs, mentoring, and teacher feedback from weekly common planning meetings, is also helpful in guiding instructional planning, not only in the classroom, but also to guide professional development that impacts instruction. After walkthroughs, administrators discuss and note teacher strengths and specific areas of need and share their thoughts with the instructional coaches. Administrators also observe if teachers are improving in their selected elements as this directly affects delivery of instruction and student learning. Instructional coaches model how to teach Florida Standards and Next Generation Sunshine State Standards. In post conferences with the teachers, coaches take the time to review formative assessment data collected in the lesson and discuss how the student evidence was used during the lesson to address student needs, or how it can be used in the future. In these post conferences and in weekly common planning meetings, instructional coaches, team leaders and teachers discuss quantitative data from progress monitoring assessments and other classroom assessments to help teachers make data driven decisions. In order to achieve our goals, teachers and instructional coaches work closely together to monitor the students' progress throughout the year.

E. Elaborate on how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor

collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic review may be conducted.

All students with disabilities (SWD) are provided a free appropriate public education. Individual Educational Plans are updated on a yearly basis, or as needed, with input from parents, educators, and the student (whenever appropriate). Each IEP addresses the student's priority educational need as related to the impact of the disability on the student's educational program. Annual goals are developed and a report on the progress toward the annual goal(s) is sent home with the quarterly report cards. Apart from providing the specific services listed in a student's IEP, or EP, teachers will also differentiate instruction as necessary and will offer tutoring services or other assistance to ensure all students remain successful. SWD students access the general education curriculum with accommodations and support in the Least Restrictive Environment possible. For some students' this may include support facilitation, collaboration and/or consultation. Administrators, together with the ESE Specialist, make sure that teachers receive the necessary support to implement any needed accommodations that involve changes in instruction and/or assessment. During State or District assessments, students with disabilities are provided with accommodations as listed on their Individual Educational Plans. ESE staff attend trainings and monthly district meetings to receive current information regarding policies and procedures involving students with disabilities.

To address ESE findings from the school's programmatic review, Somerset Academy Key Charter Middle School #5413 has addressed and implemented the following corrections that will continue to be implemented for the duration of the new contract period:

1. **The School failed to provide 10-day notice to parents for the IEP meeting**
   The ESE Specialist received training on the appropriate timeline for the generation of Parent Participation Forms. Forms will now be generated with at least a 10-day notice prior to the meeting.
2. **The School failed to generate a Matrix of Services at the time of the Gifted EP**
   The ESE Program Specialist has already scheduled two EP meetings in order to address this concern. The matrix of services will be generated at the time of the EP meeting.

3. **The School failed to develop measurable annual goals for students with disabilities**
   The ESE Program Specialist promptly scheduled EP meetings to add measurable goals with objectives for the two EP's. Somerset Academy Key Charter Middle School #5413 will continue to develop measurable annual goals for students with disabilities as stated under the Individuals with Disabilities Education Act (IDEA).
4. **The School failed to enter ESE student information into TERMS correctly**
   All data has been communicated properly with the IMT and documented in the ESOL Coordinator's communications folder. The ESE Specialist will be in communication with the registrar at the beginning of the school year and whenever a new student is enrolled in the school to ensure they are listed correctly in both TERMS and Easy IEP. The ESE Specialist will also continue to provide the IMT with updated dates to be entered into TERMS for SWD as meetings occur.

The school commits to following Federal, State and Local laws, policies and procedures as well as following all BCPS's policies and procedures regarding SWD and Gifted students.

F. Elaborate on how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic review may be conducted.

Somerset Academy Key Charter Middle School #5413 has effective programs and services that meet the needs of English Language Learners. Teachers receive their students' Access levels and use the information to plan lessons and differentiate instruction to meet their needs. Using the Broward County Literacy Guide, teachers have access to the WIDA English Language Development Standards and the Can Do descriptors, which guide teachers in making instructional decisions that support ELLs. Additionally, teachers are provided with the matrix that includes instructional strategies and codes that they use in their lesson plans to indicate the selected strategies for daily lessons. In our school, teachers use sensory supports, graphic organizers and interactive supports, such as working with a peer, to scaffold instruction and maximize their learning opportunities. Teachers utilize the *Collections* ELL resources and also use the ELL resources from *Go Math* and *Science Fusion* if students need access to the books in Spanish.

Students have access to translation software that allows students the opportunity to make translations to text in their home languages. In addition, students are given bilingual dictionaries and content glossaries in their home language as well. These programs and services have shown positive results for our ELL students. The ELLevation Reports for Charter Schools Renewal Report Only is found in Appendix B.

To address ESOL findings from the school's programmatic review, Somerset Academy Key Charter Middle School #5413 has addressed and implemented the following corrections that will continue to be implemented for the duration of the new contract period:

1. **The School failed to follow procedures for extension of services. ELL folders requiring REEVLs were missing meeting report with the required signature**

   Reeval dates will be pulled 30 days in advance to ensure a timely meeting date. Assessments and meetings will be scheduled within 30 days prior to the DEUSS date to ensure appropriate procedures are followed in a timely manner. Meeting report with required signatures, assessment tools (as needed) , and an updated ELL Plan will be filed in the student ESOL folder.
2. **The School failed to provide evidence of monitoring ESOL strategies for implementation**

   At every staff meeting, the ESOL contact will review requirements for documenting and implementing ESOL Strategies. The ESOL contact will also participate in department meetings to provide instructional strategies for monitoring and supporting ELL students. Additionally, administration will monitor the use of accommodation implementation during their observations. All ELL accommodations are regularly and accurately displayed in lesson plans and are specific to the lesson. If, and when, a student struggles on an assessment the specific accommodations are noted on Pinnacle (starting mid-2nd quarter) and on the said student's classroom work folder. Student work folders are monitored by administration and ESOL contact on a regular basis. Teachers have digital copies and hard copies of their current ELL students along with their WIDA Can-Do-Descriptors by subject. All Lists are available at any time on staff Outlook Documents.

3. **The School failed to provide evidence of forms in multiple languages**
   The school will have registration packets readily available to parents in the predominant languages of the student population. These include English, Portuguese, Creole, and Spanish. We will also translate the packets in other languages as needed. Additionally, the school will provide home correspondence to ELL students in their home language.
4. **The School failed to provide evidence of translated information for parents**
   The school will provide home correspondence to ELL students in their home language. This includes but is not limited to notification of special events, individual student progress monitoring notices, and general information.

The school commits to following Federal, State and Local laws, policies and procedures as well as following all BCPS's policies and procedures regarding ESOL students.

G. Explain the school's current process for MTSS/RtI. What is the school's plan for MTSS/RtI to ensure that the process is appropriately implemented during the next charter agreement term?

The MTSS/RTI Leadership Team will focus its meetings around questions pertaining to the implementation of instruction and intervention strategies. The team will meet on a bi-weekly basis to engage the following activities: Monitor progress of Level 1 and 2 students in Intensive Reading and Intensive Math classes, monitor the implementation of the Comprehensive Reading Plan throughout the Intensive Reading classes and regular curriculum classes. Develop and monitor the FSA afterschool tutoring that will be offered to all Level 1 and Level 2, ELL students. Review progress of all students using iReady and data collected from the use of mini-assessments. Use data from in-house Interim Assessments to determine mastery of benchmarks for all students in Reading, Mathematics and Science. Ensure that all FSA ELA benchmarks will be taught across the curriculum by all teachers throughout the school year. Ensure that the Strategies Benchmark calendar is evident within the teacher's lesson plans. The use of instructional delivery strategies such as; the Socratic Method, reciprocal teaching, teacher model, fluency instruction, reading across the content area curriculum, and concept mapping are evident within the teacher's lesson plans as well as throughout the professional development calendar. Based on all of the information

gathered above, the leadership team will determine the professional development and resources needed to optimize instruction and intervention.

Reading Interventions

Tier II

The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier II identified students. During the summer of 2017. The team gathered to analyze school-wide data and schedule Level 1 and 2 reading students in intensive reading classes dependent on the data collected from the FSA, FAIR, and iReady results. The Tier II, Level 1 and Level 2 students were placed in their respective intensive reading classes. This Tier II instruction takes the place of an elective and is provided to students either daily (first period only) or in 100 minute instructional blocks (Periods 2-7). Students in intensive reading (Tier II) are taught using the National Geographic Inside curriculum. The intensive reading teachers are high-qualified professionals certified in the area of Reading. Disfluent Level 1s and 2s were identified by the RtI team using FAIR and IReady results and receive instruction using the National Geographic Inside curriculum and Rewards The instructional block is divided evenly, and 50 minutes are taught using Inside and the other 50 minutes in the instructional block are taught using Rewards. Student progress in Tier II interventions is monitored through several assessments. iReady Diagnostic assessments are conducted three times a year to monitor student progress in selected reporting categories. The Broward Standards Assessment (BSA) is a midyear assessment that is administer in winter and used to identify students' deficiencies based on specific grade-level standards. Mini-assessments are provided bi-weekly and are used to measure mastery of the standards taught within a two-week time period. Directly correlates to the focus calendars and Broward curriculum guides. The results of these assessments and other class data are used to make on-going instructional decisions for Tier II interventions through intensive reading.

Tier III

The Response to Intervention/Multi-Tiered Support Team meets monthly to analyze and synthesize data and review the progress of Tier III identified students. Students not making adequate progress toward grade-level expectations and standards are identified and referred to Tier

III. Tier III students receive 30 minutes of differentiated reading instruction three times a week. The students are pulled from their electives. Specifically, students are only pulled from elective, not to include intensive classes or other Tier II/III related instructional blocks. They are pulled and taught by the curriculum coach during these instructional time blocks. The RtI team makes instructional decisions based on student data results. The curriculum coach uses supplemental materials from myNGconntect, Rewards, and myhrw.com to meet the needs of the different Tier III students. The RtI team meets monthly to review and monitor students' progress in Tier III intervention.

Response to Intervention: Math and Science

The RtI process for math and science will model that of Reading. The MTSS/RtI team will review student baseline data to identify the students who are at risk of failure based on previous FSA scores and current baseline data. The baseline data will be I-Ready diagnostic for Math and the baselines provided at the beginning of the school year that were directly aligned to the math and science standards by grade. iReady Mathematics will be used for students in grades 6-8. Teachers can use iReady Diagnostic data to determine specific pre-requisite skills needing reteach or additional practice. The school will use iReady results to determine specific instructional groups that have deficiencies in common areas for teachers to support during small group instruction and tutoring. The data will also be used as a benchmark to note progress in the listed reporting categories.

The curriculum coach will that the science baselines are aligned to standards and covered all the content the students will be assessed on at the end of the school year. The RtI/MTSS team will meet monthly to review student performance on these areas using mini-assessment data and student grades. Students not making adequate progress towards standards mastery will be placed on Tier II interventions through intensive math. Intensive math classes will be offered to FSA Level 1 and 2 students. This math class will be in addition to their core mathematics course for the school year. Coach digital through Triumph learning provides teacher the ability to create Florida Standards generated test questions by standards. Teachers will use this resource to create in house interim and bi-weekly assessments.

Tier II interventions for Science will include pull out groups taught by the school's science interventionist. These interventions will take place during the teacher's daily planning time. The teacher will use resources from MyHRW that directly aligns to with content and standards they are learning in class. Student progress will be monitored in Tier II. Students who continue to struggle with the additional support provided, will be referred to the MTSS/RtI team for Tier III interventions. Based on the student data and grades, the RTI team will delineate a plan to meet the objectives set forth by the team and progress monitoring will continue to ensure there is progress towards the goals. The team will revisit Tier III student progress on a monthly basis.

Somerset Academy Key Charter Middle School #5413 has implemented this process as an integral part of our educational system at the beginning of the 2016-2017 school year when the charter was renamed and moved from its previous location in Pompano and began servicing students in grades six through eight. The school will continue to utilize this process and make any necessary adaptations in order to ensure the success of our students and as research dictates to continue the use of best practices towards providing quality and effective interventions.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes, ID numbers, parental information, birthdays, addresses…

Sources of evidence for this section should include attachments of the following:

- **FCAT 2.0**
- **FSA**
- **EOC**
- **Progress Monitoring Reports**
- **Standardized Test Results**
- **Contractual Corrective Action Status**
- **State-issued High Performance Designation Letter, If Applicable**
- **Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)**
- **300 Lowest-Performing Elementary Schools Plan**
- **ELLevation Report – *Charter Schools Renewal Report* Only (ESOL Contacts can access this report on the Export Wizzard on ELLevation).**
- **High School Accreditation Status, If Applicable**
- **Approved State-Mandated School Improvement Plan, If Applicable – On File**
- **On-Site Programmatic Reviews – On File**
- **Desktop Reviews – On File**

Evaluation Criteria: Educational Program Implementation

This section should provide for the reviewer a clear and concise explanation of the charter school's implementation of its educational program. Within the narrative, identification of how the school has effectively implemented any and all programs, strategies and supports for all students should be included. Measurable goals for student academic growth and improvement should be clearly defined.

Attachments – Educational Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Educational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Educational Performance

- ☒ **FCAT 2.0 (applicable years during the term of current charter agreement)**
- ☒ **FSA (applicable years during the term of the current charter agreement)**
- ☒ **State AYP/AMO Standards**
- ☒ **EOC**
- ☒ **FLDOE School Grade (prior 5 years)**
- ☒ **FLDOE Report Card**
- ☒ **Progress Monitoring Reports (prior 5 years)**
- ☐ **Notification of School Improvement Rating (prior 5 years), If Applicable**
- ☐ **Graduation Rate (prior 5 years), If Applicable**
- ☐ **Standardized Test Results**
- ☐ **300 Lowest-Performing Elementary Schools Plan**
- ☐ **Implementation of Specific Contractual Corrective Action**
- ☐ **State-issued High-Performance Designation Letter, If Applicable**
- ☐ **High School Accreditation Status, If Applicable**
- ☐ **Approved Comprehensive Reading Plan (if opted-out of District's K-12 Plan)**
- ☒ **ELLevation Reports – Charter Schools Renewal Report Only**

FOR DOCUMENTS IDENTIFIED AS ON FILE: DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION

Educational Performance Appendix

Appendix A
FCAT 2.O

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. Although state law does not require students to pass FCAT 2.0 Mathematics in order to move to the next grade level, the State Board has established the minimum score in Achievement Level 3 as the passing score for FCAT 2.0 Mathematics assessments.

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Achievement Level percentages may not add to 100 due to rounding.

2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)

NEXT GENERATION SUNSHINE STATE STANDARDS

State Report of School Results

Grade 06

MATHEMATICS

					Total Test Scores								Mean Points Earned By Content Area		
							% in each Achievement Level								
Grade	District Number	District Name	School Number	School Name	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Achievement Levels 3 and Above)	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement
06	06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	22	221	27	23	45	5	0	50	9	9	3

On January 21, 2014, the State Board of Education established passing scores for all FCAT 2.0 assessments, as required by Section 1008.22(3), Florida Statutes. Although state law does not require grade 6 students to pass FCAT 2.0 Reading in order to move to the next grade level, the State Board has established the minimum score in Achievement Level 3 as the passing score for FCAT 2.0 Reading assessments.

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Achievement level percentages may not add to 100 due to rounding.

2014 FLORIDA COMPREHENSIVE ASSESSMENT TEST® 2.0 (FCAT 2.0)

NEXT GENERATION SUNSHINE STATE STANDARDS

State Report of School Results

Grade 06

READING

					Total Test Scores								Mean Points Earned By Content Area			
							% in each Achievement Level									
Grade	District Number	District Name	School Number	School Name	Number of Students	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Achievement Levels 3 and Above)	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process
06	06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	22	223	9	36	45	9	0	55	7	11	8	5

2017 STATEWIDE SCIENCE ASSESSMENT
NEXT GENERATION SUNSHINE STATE STANDARDS
State Report of School Results
Grade 08

Note: To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. Percentages are rounded to the nearest whole number. Achievement Level percentages may not add to 100 due to rounding.

					Total Test Scores								Mean Points Earned			
08	06	BROWARD	0021	POMPANO BEACH MIDDLE SCHOOL	286	198	25	31	23	11	9	44	7	9	9	9
08	06	BROWARD	0911	DEERFIELD BEACH MIDDLE SCHOOL	334	184	50	29	14	5	1	21	5	7	8	7
08	06	BROWARD	1871	CRYSTAL LAKE MIDDLE SCHOOL	389	189	46	23	14	9	7	31	6	8	8	8
08	06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	74	187	43	35	16	5	0	22	5	8	7	7

Spring 2017 Biology 1 End-of-Course Assessment
Next Generation Sunshine State Standards
State Report of Schools
All Grades

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

							Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	21	402	71	5	24	48	24	0

NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

Objektif Evalyasyon Syans nan tout Eta a se pou asire ke lekòl piblik Florida yo ap founi elèv ou a meyè edikasyon posib nan domèn syans e ke y ap prepare elèv ou a kòmsadwa pou l sa gen siksè nan lavni.

Yo idantifye yon nivo elve nan konesans syantifik kòm kritik pou siksè nan mache travay konpetitif 21yèm syèk la. Nan travay ansanm avèk edikatè Florida yo, Eta a devlope egzamen sa a pou evalye rannman elèv ou a nan konpetans nan lasyans pou Estanda Nouvo Jenerasyon Sunshine State la (Next Generation Sunshine State Standards: NGSSS). Anplisdesa, nòt pou chak matyè ede ou pou idantifye konpetans akademik ki ka bezwen amelyorasyon.

YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

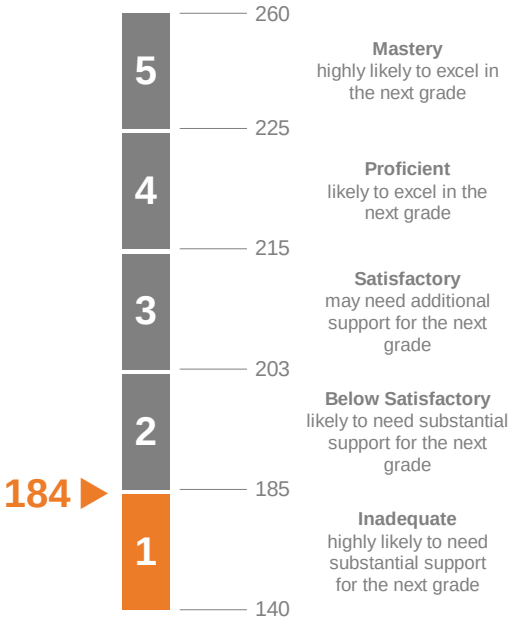
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	3	11	7
Earth and Space Science	7	15	9
Physical Science	4	15	10
Life Science	10	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
Level 2	35%	31%	29%
Level 1	43%	25%	23%

NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

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Objektif Evalyasyon Syans nan tout Eta a se pou asire ke lekòl piblik Florida yo ap founi elèv ou a meyè edikasyon posib nan domèn syans e ke y ap prepare elèv ou a kòmsadwa pou l sa gen siksè nan lavni.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

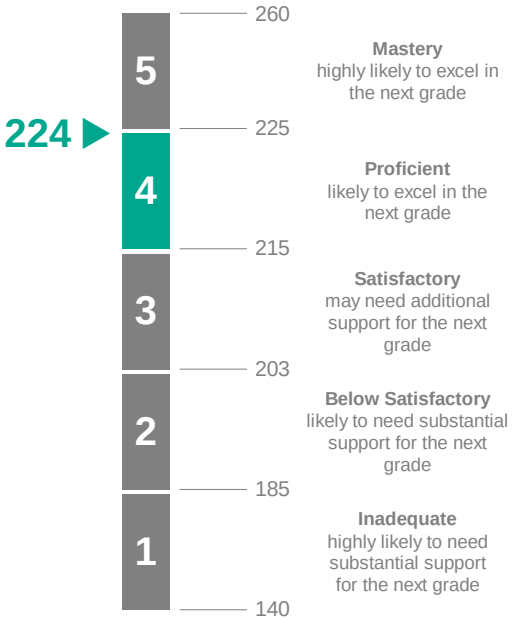
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the NGSSS for their grade. They are likely to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el NGSSS para su grado. Es probable que los estudiantes sobresalgan en el siguiente grado.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan NGSSS pou klas yo. Gen chans y ap bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	8	11	7
Earth and Space Science	13	15	9
Physical Science	12	15	10
Life Science	15	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
Level 2	35%	31%	29%
Level 1	43%	25%	23%

NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

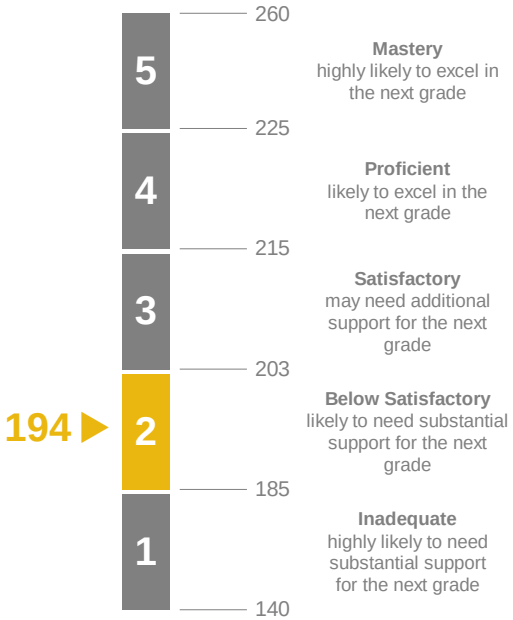
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	8	15	9
Physical Science	11	15	10
Life Science	6	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
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Level 4	5%	12%	14%
Level 3	16%	22%	22%
Level 2	35%	31%	29%
Level 1	43%	25%	23%

NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

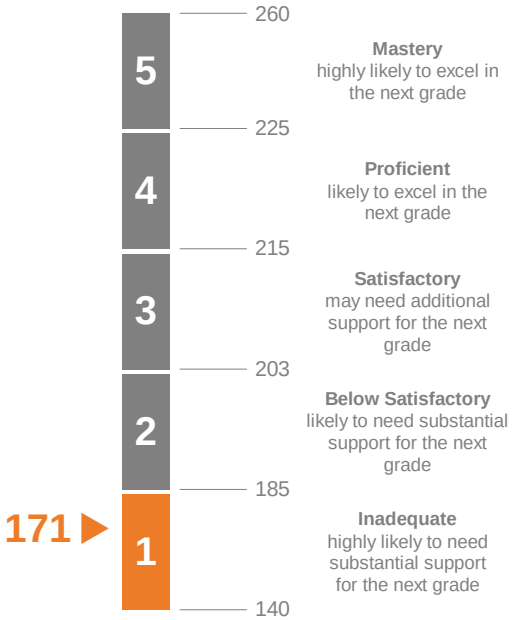
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	5	15	9
Physical Science	3	15	10
Life Science	5	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
Level 2	35%	31%	29%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

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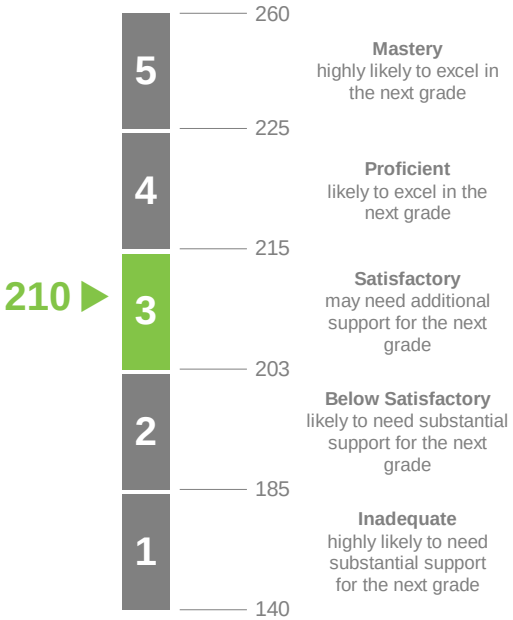
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	7	11	7
Earth and Space Science	11	15	9
Physical Science	11	15	10
Life Science	12	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	0%	10%	13%
Level 4	5%	12%	14%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

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SCHOOL DISTRICT: BROWARD (06)

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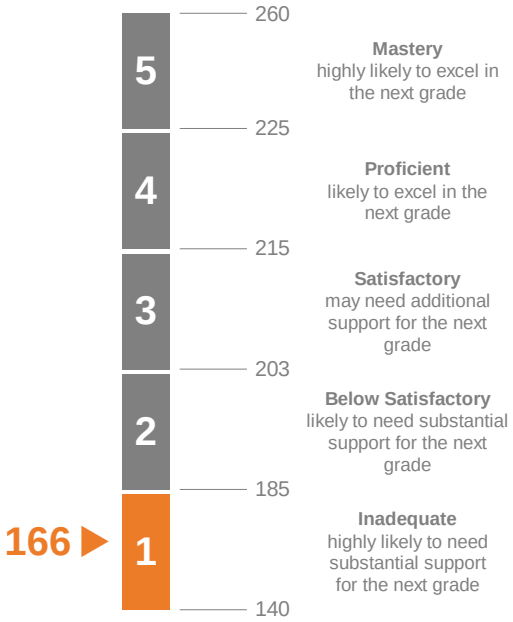
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	4	11	7
Earth and Space Science	3	15	9
Physical Science	3	15	10
Life Science	6	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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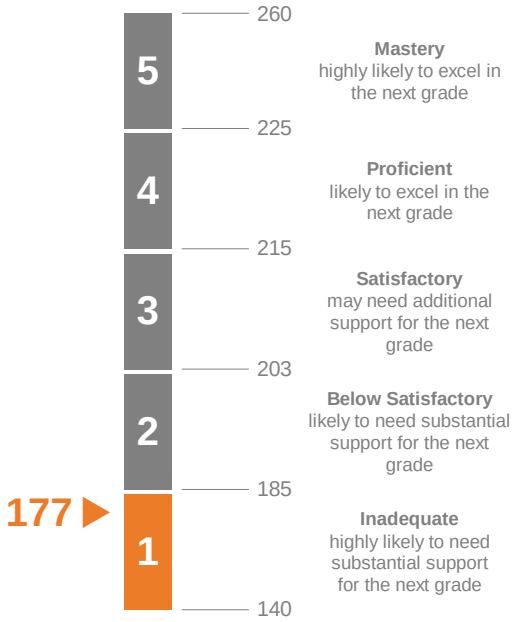
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Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	2	11	7
Earth and Space Science	7	15	9
Physical Science	5	15	10
Life Science	6	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	0%	10%	13%
Level 4	5%	12%	14%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

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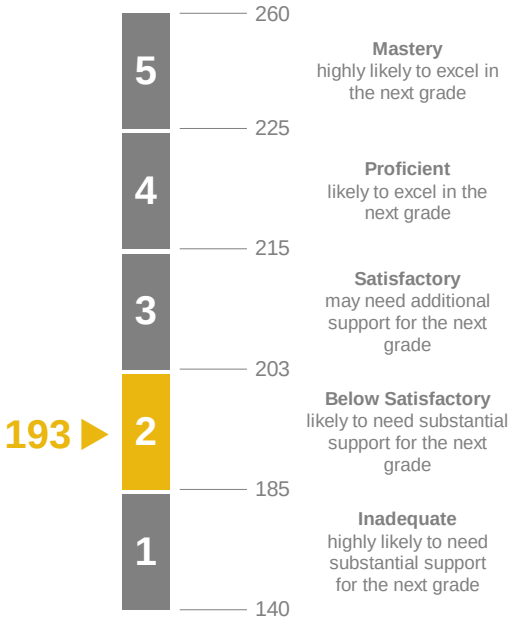
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	12	15	9
Physical Science	7	15	10
Life Science	7	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
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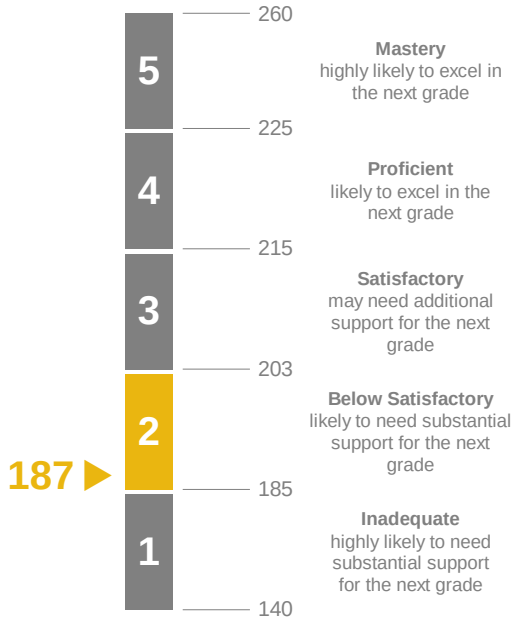
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Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



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Nature of Science	5	11	7
Earth and Space Science	8	15	9
Physical Science	6	15	10
Life Science	7	15	9

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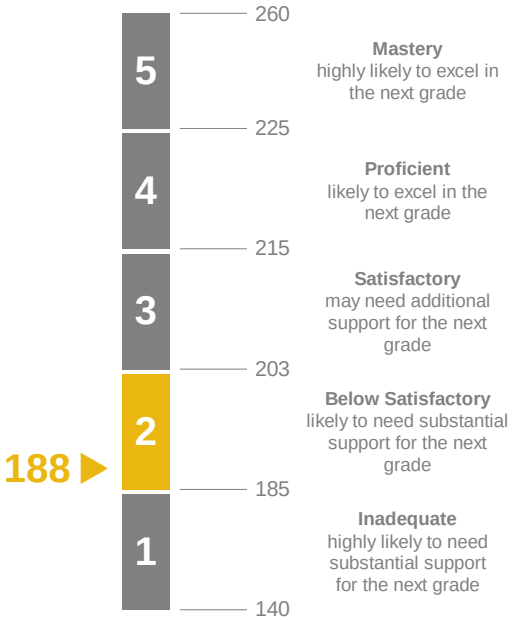
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Nature of Science	6	11	7
Earth and Space Science	7	15	9
Physical Science	6	15	10
Life Science	8	15	9

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

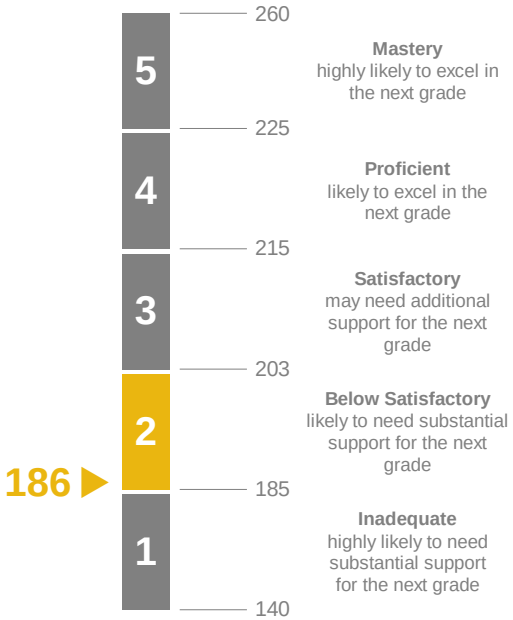
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	8	11	7
Earth and Space Science	8	15	9
Physical Science	4	15	10
Life Science	6	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SPRING 2017

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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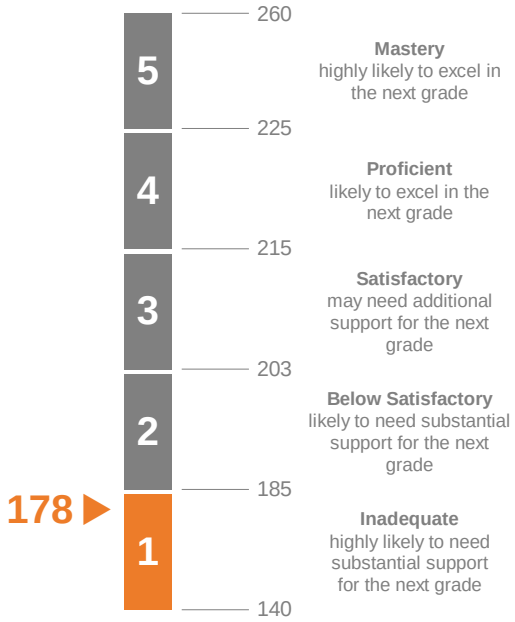
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	4	11	7
Earth and Space Science	6	15	9
Physical Science	5	15	10
Life Science	6	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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SPRING 2017

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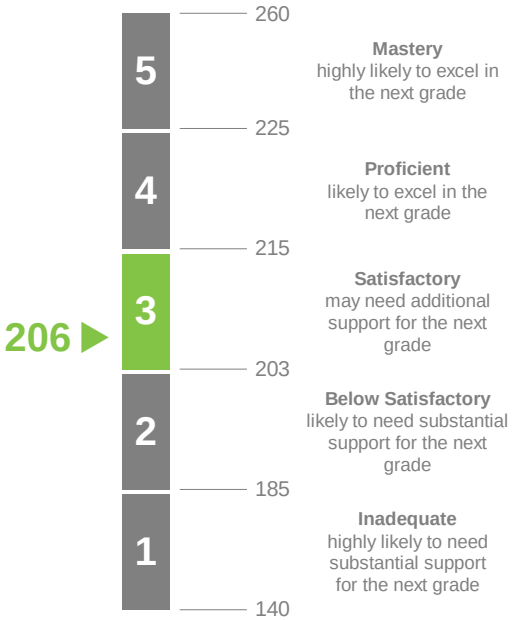
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	14	15	9
Physical Science	9	15	10
Life Science	12	15	9

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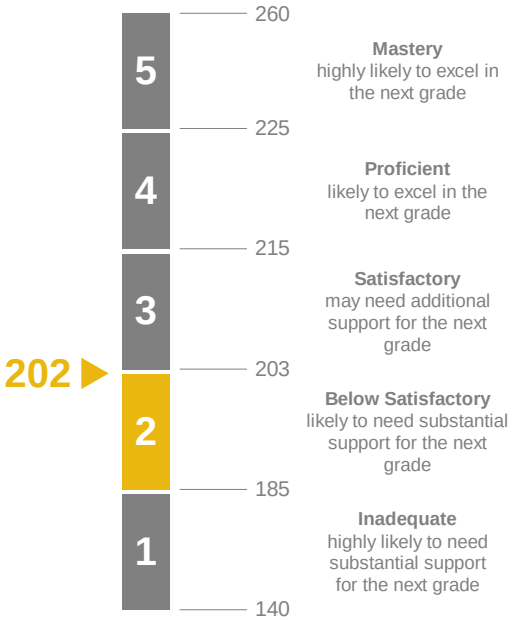
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Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

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Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



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Nature of Science	4	11	7
Earth and Space Science	9	15	9
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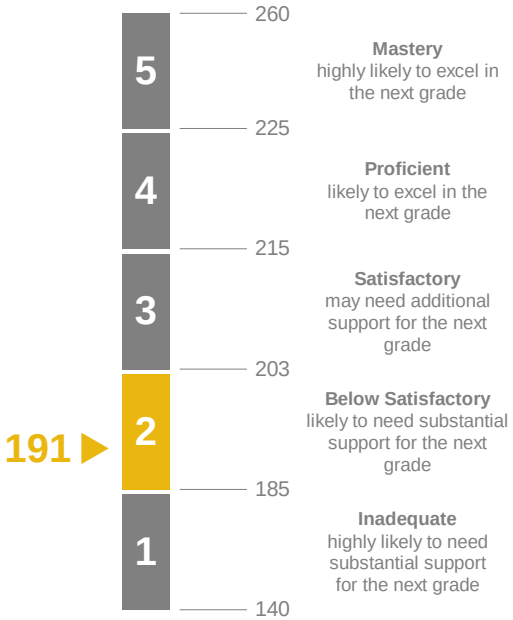
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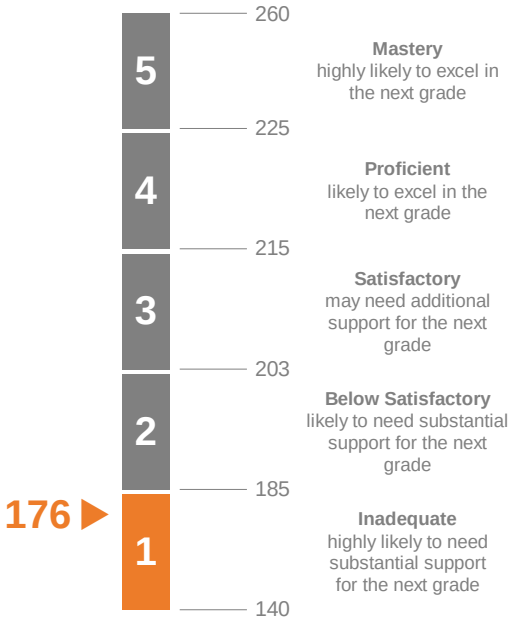
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	7	15	9
Physical Science	4	15	10
Life Science	5	15	9

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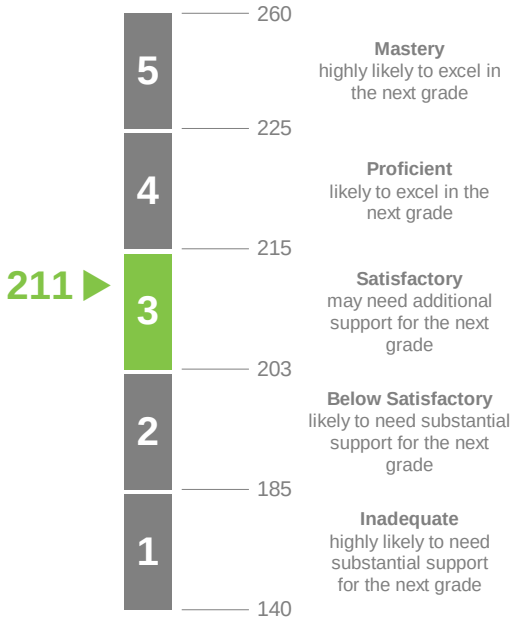
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	7	11	7
Earth and Space Science	12	15	9
Physical Science	12	15	10
Life Science	11	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

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Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

Objektif Evalyasyon Syans nan tout Eta a se pou asire ke lekòl piblik Florida yo ap founi elèv ou a meyè edikasyon posib nan domèn syans e ke y ap prepare elèv ou a kòmsadwa pou l sa gen siksè nan lavni.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

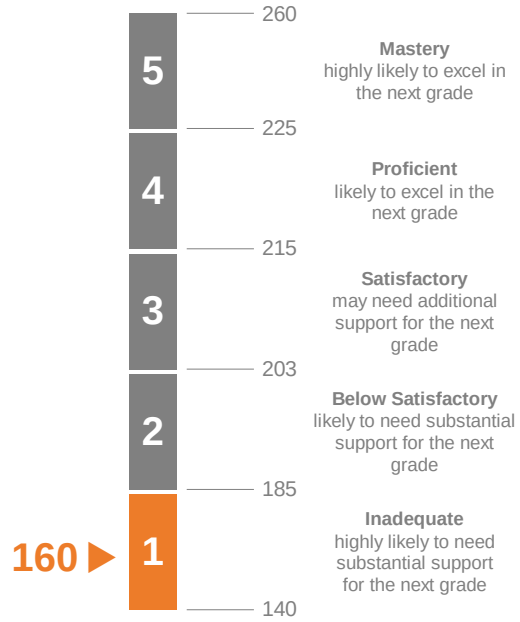
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	2	11	7
Earth and Space Science	7	15	9
Physical Science	6	15	10
Life Science	4	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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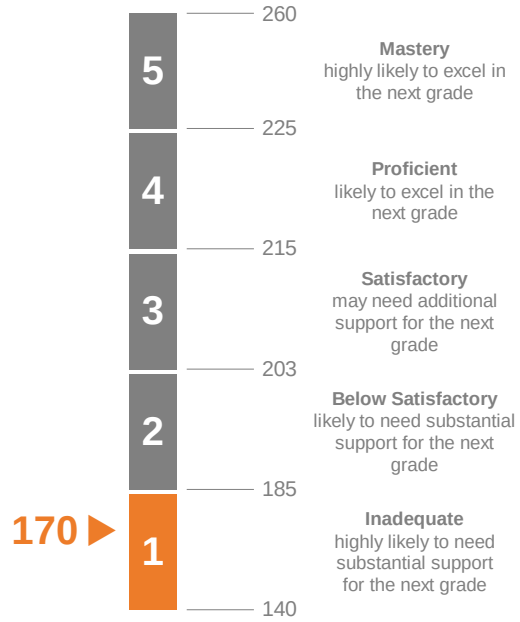
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Nature of Science	2	11	7
Earth and Space Science	6	15	9
Physical Science	5	15	10
Life Science	5	15	9

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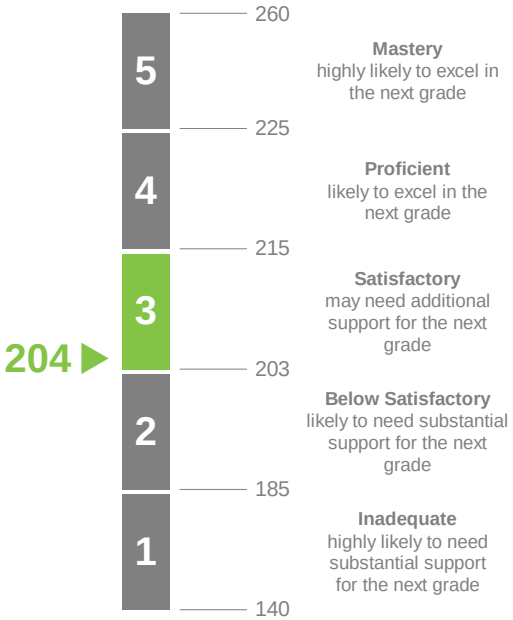
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	11	15	9
Physical Science	13	15	10
Life Science	9	15	9

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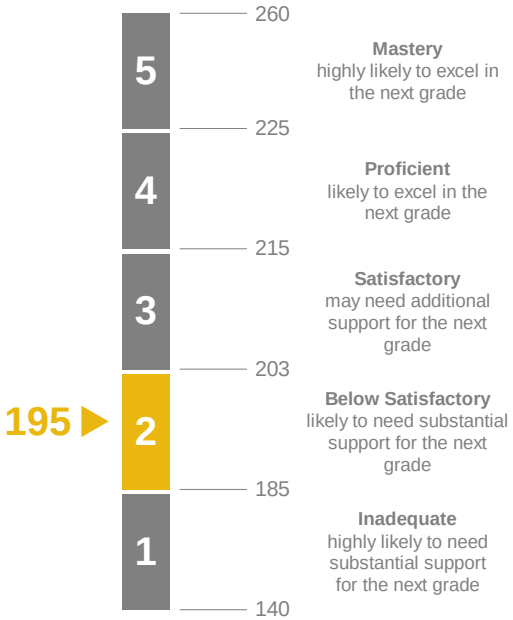
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	7	11	7
Earth and Space Science	10	15	9
Physical Science	9	15	10
Life Science	6	15	9

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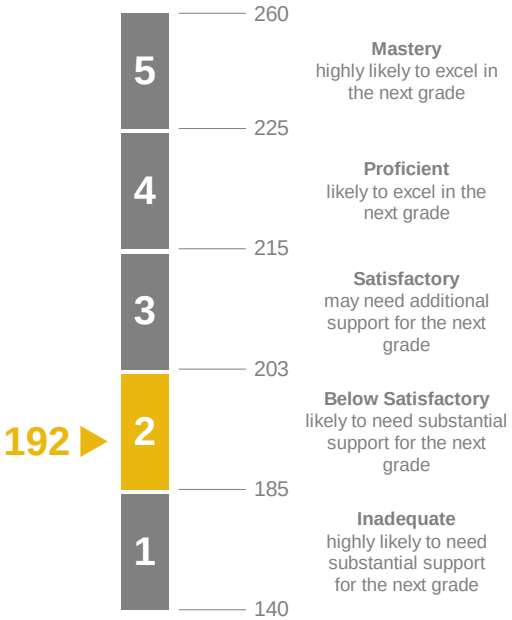
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Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



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Physical Science	9	15	10
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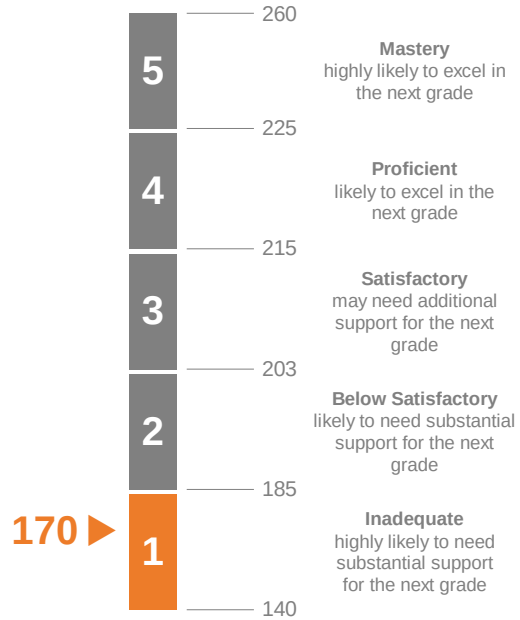
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

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Nature of Science	3	11	7
Earth and Space Science	5	15	9
Physical Science	3	15	10
Life Science	6	15	9

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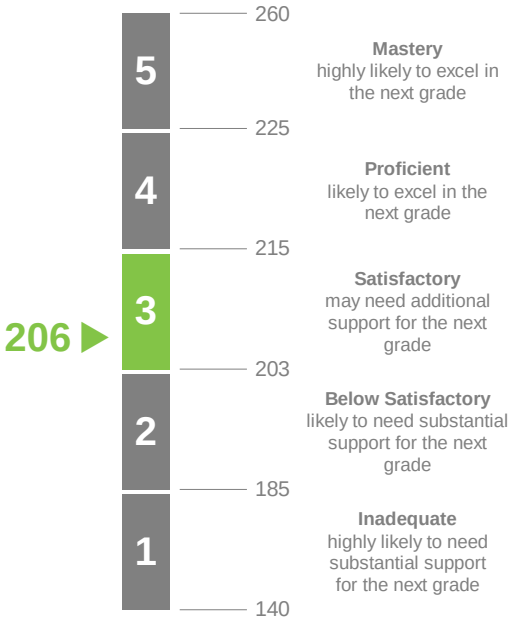
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	14	15	9
Physical Science	8	15	10
Life Science	12	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

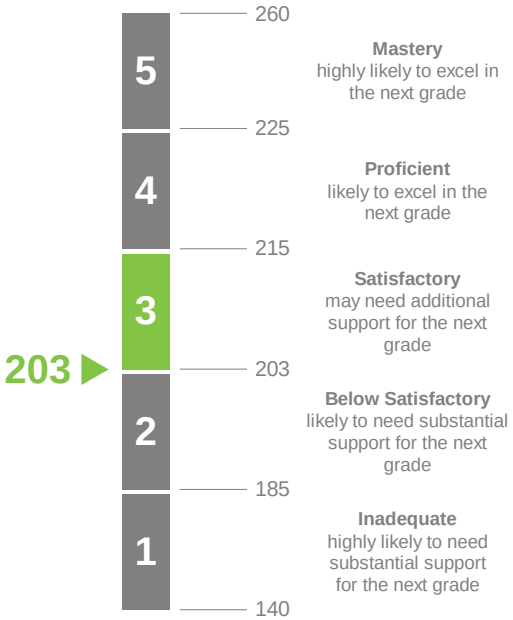
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Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	9	11	7
Earth and Space Science	11	15	9
Physical Science	11	15	10
Life Science	8	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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SPRING 2017

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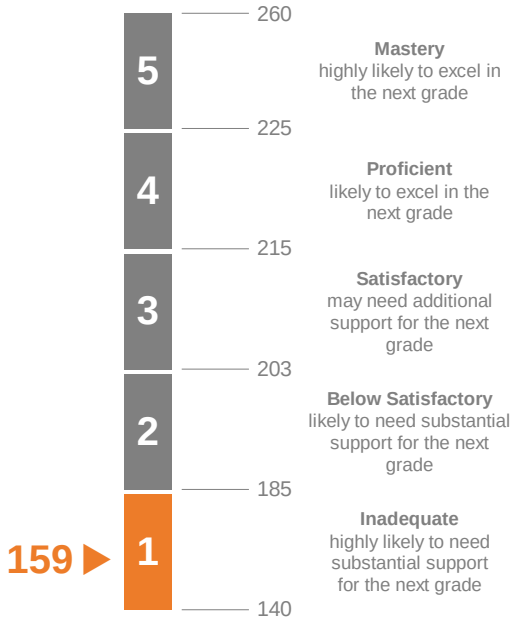
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	4	15	9
Physical Science	4	15	10
Life Science	1	15	9

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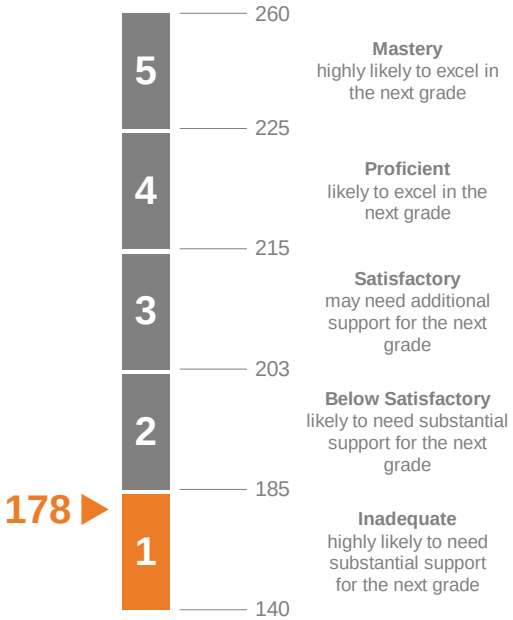
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Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	5	15	9
Physical Science	7	15	10
Life Science	4	15	9

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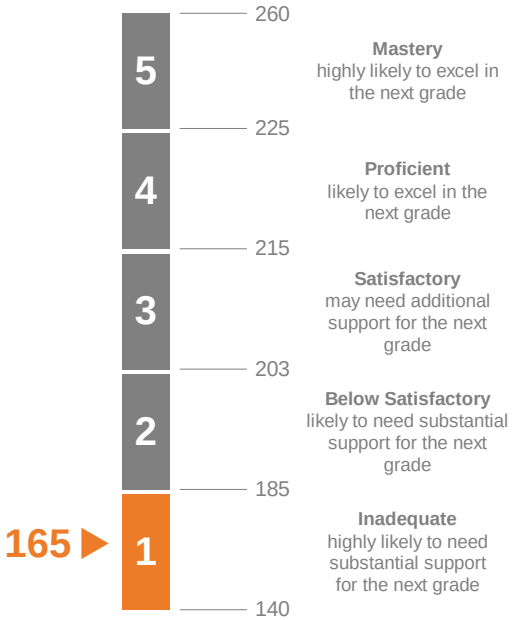
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	3	11	7
Earth and Space Science	4	15	9
Physical Science	5	15	10
Life Science	2	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

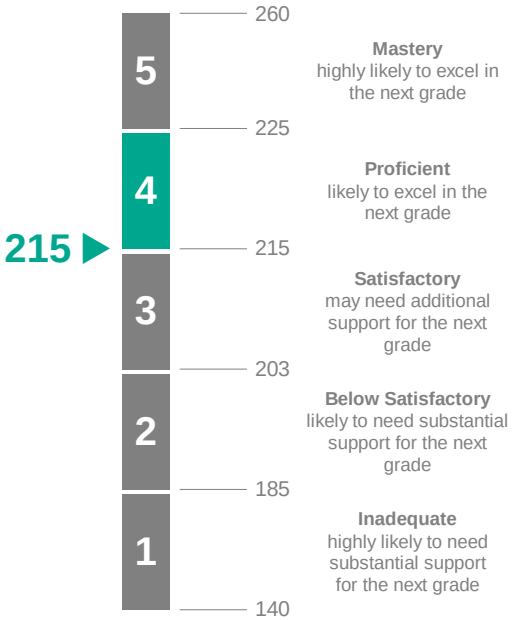
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the NGSSS for their grade. They are likely to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el NGSSS para su grado. Es probable que los estudiantes sobresalgan en el siguiente grado.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan NGSSS pou klas yo. Gen chans y ap bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	8	11	7
Earth and Space Science	11	15	9
Physical Science	15	15	10
Life Science	10	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
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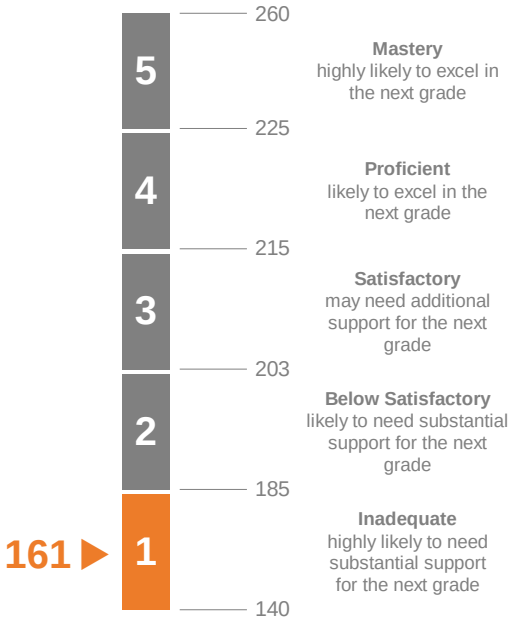
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	1	11	7
Earth and Space Science	7	15	9
Physical Science	5	15	10
Life Science	6	15	9

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

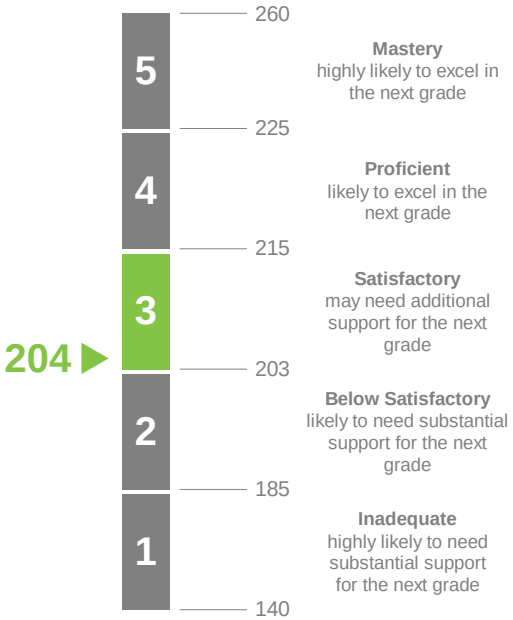
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	7	11	7
Earth and Space Science	8	15	9
Physical Science	11	15	10
Life Science	12	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

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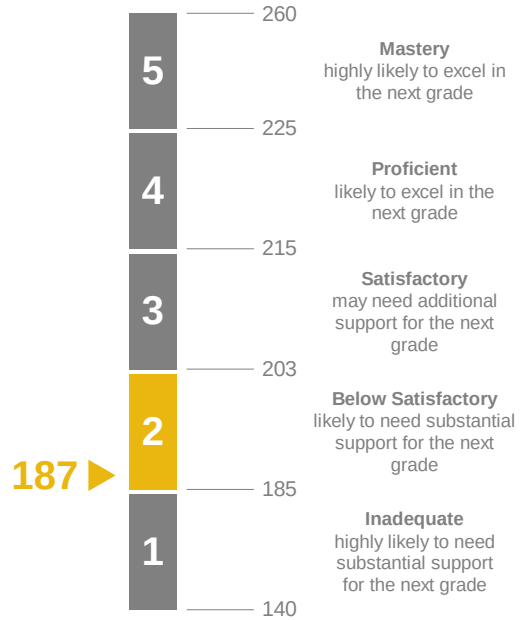
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	7	15	9
Physical Science	7	15	10
Life Science	7	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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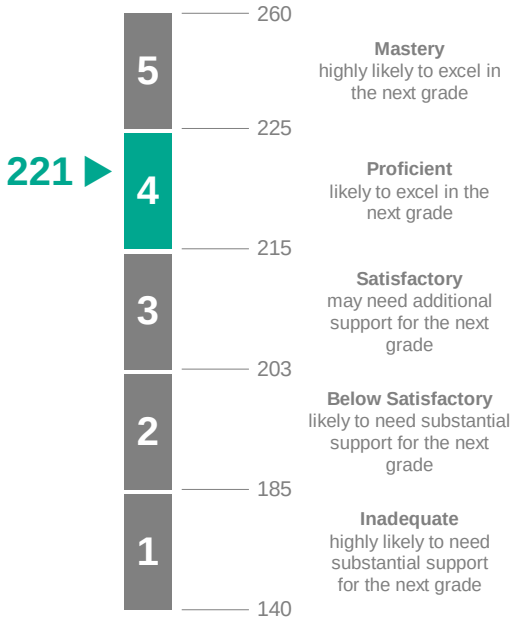
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the NGSSS for their grade. They are likely to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el NGSSS para su grado. Es probable que los estudiantes sobresalgan en el siguiente grado.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan NGSSS pou klas yo. Gen chans y ap bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	11	11	7
Earth and Space Science	12	15	9
Physical Science	13	15	10
Life Science	12	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

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SPRING 2017

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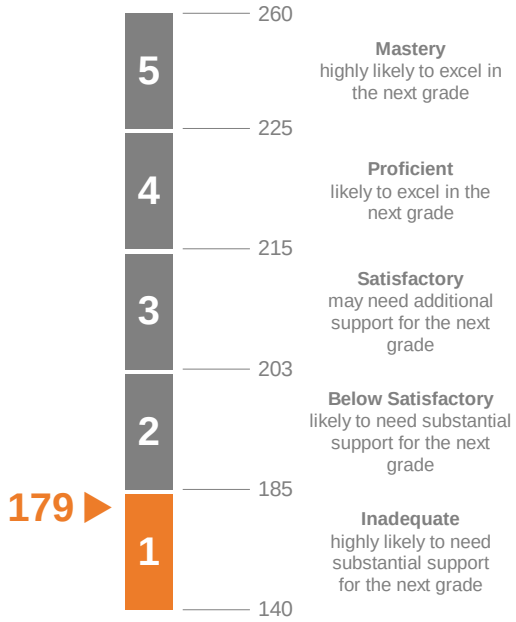
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	7	15	9
Physical Science	6	15	10
Life Science	5	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

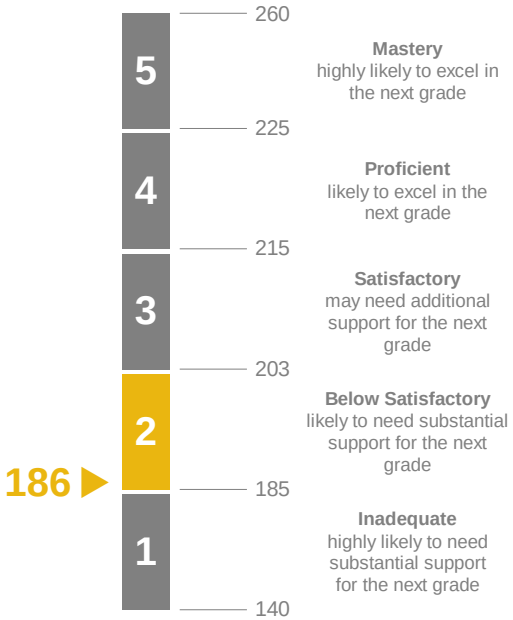
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	4	11	7
Earth and Space Science	7	15	9
Physical Science	9	15	10
Life Science	7	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

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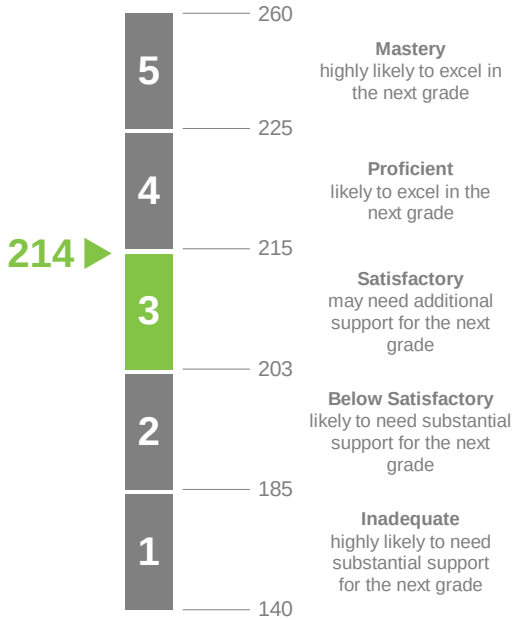
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	8	11	7
Earth and Space Science	11	15	9
Physical Science	13	15	10
Life Science	13	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 5	0%	10%	13%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

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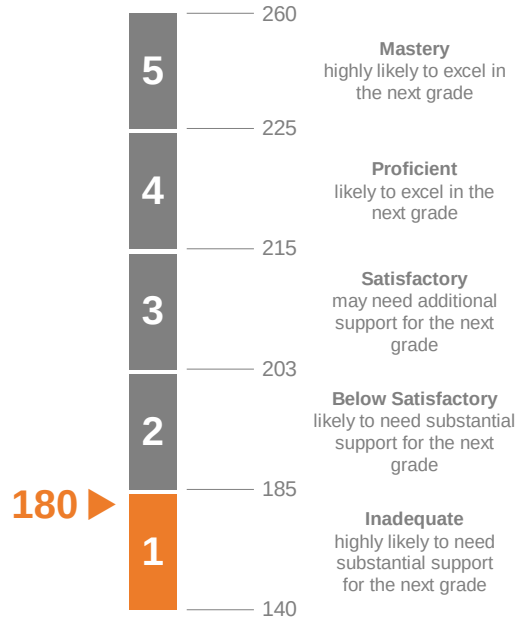
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	3	11	7
Earth and Space Science	7	15	9
Physical Science	5	15	10
Life Science	9	15	9

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

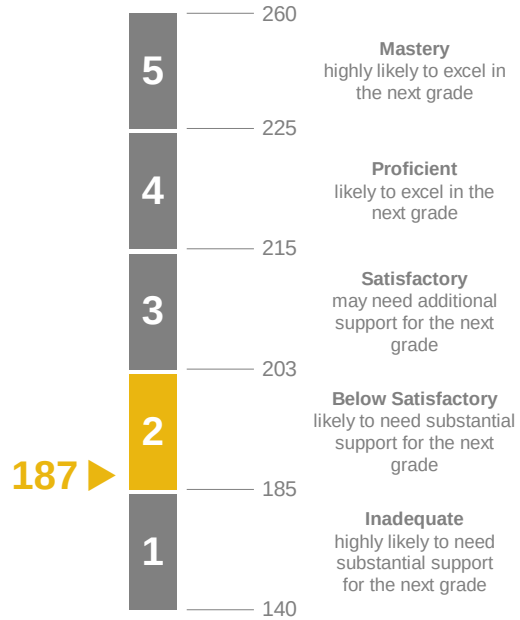
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	2	11	7
Earth and Space Science	8	15	9
Physical Science	10	15	10
Life Science	7	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
Level 2	35%	31%	29%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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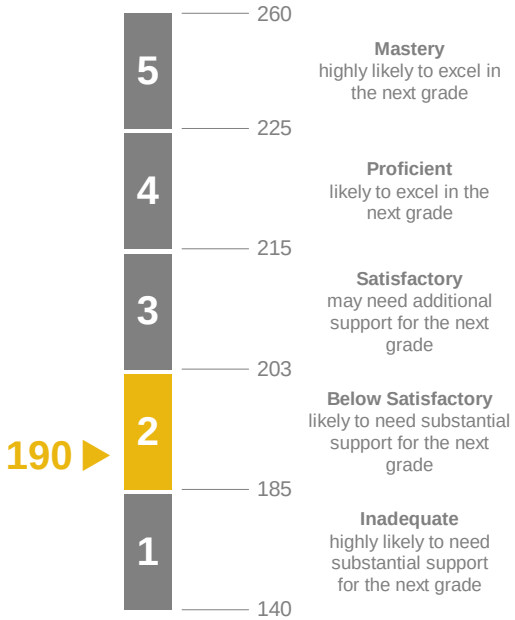
PERFORMANCE LEVEL



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Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	4	11	7
Earth and Space Science	9	15	9
Physical Science	8	15	10
Life Science	5	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

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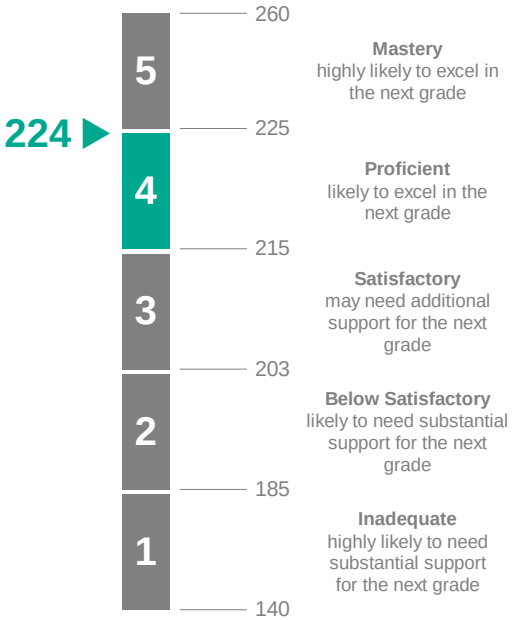
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the NGSSS for their grade. They are likely to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el NGSSS para su grado. Es probable que los estudiantes sobresalgan en el siguiente grado.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan NGSSS pou klas yo. Gen chans y ap bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	10	11	7
Earth and Space Science	13	15	9
Physical Science	13	15	10
Life Science	12	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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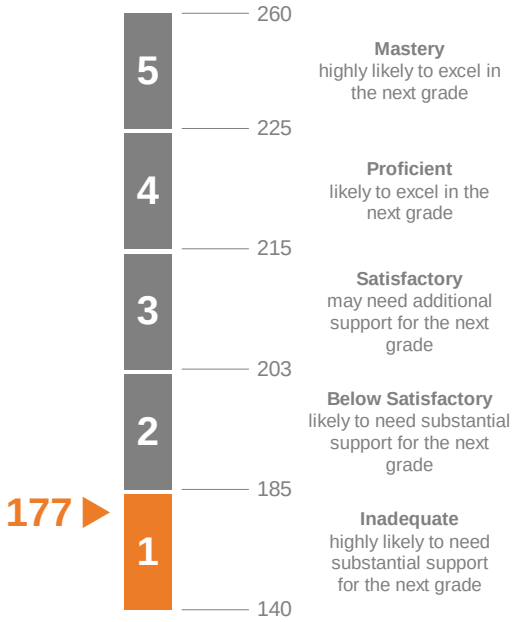
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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Nature of Science	5	11	7
Earth and Space Science	9	15	9
Physical Science	6	15	10
Life Science	3	15	9

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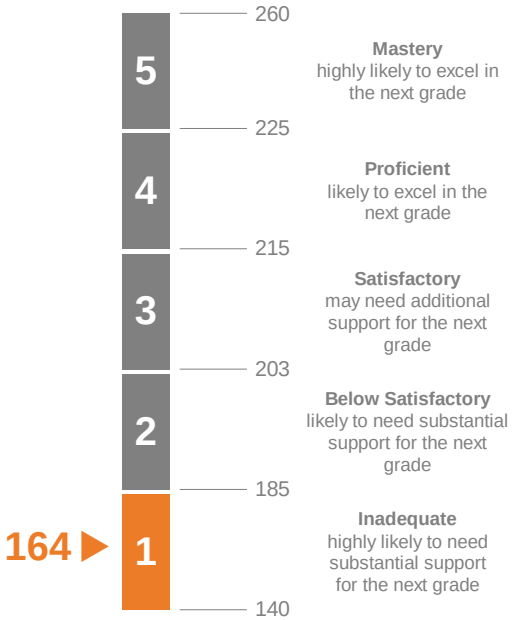
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Nature of Science	4	11	7
Earth and Space Science	3	15	9
Physical Science	4	15	10
Life Science	3	15	9

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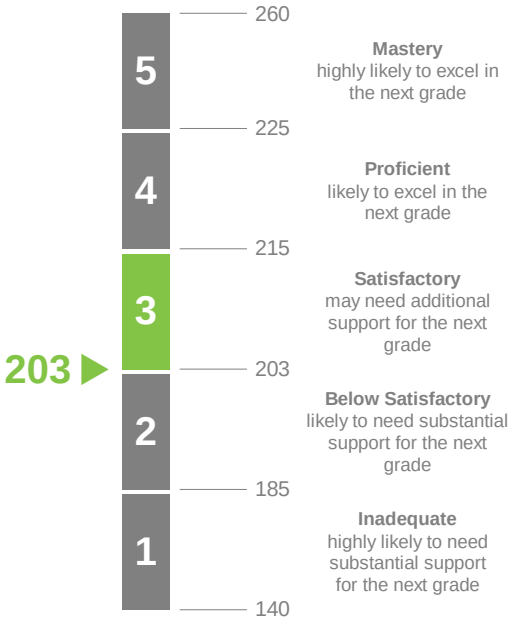
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	10	11	7
Earth and Space Science	10	15	9
Physical Science	9	15	10
Life Science	10	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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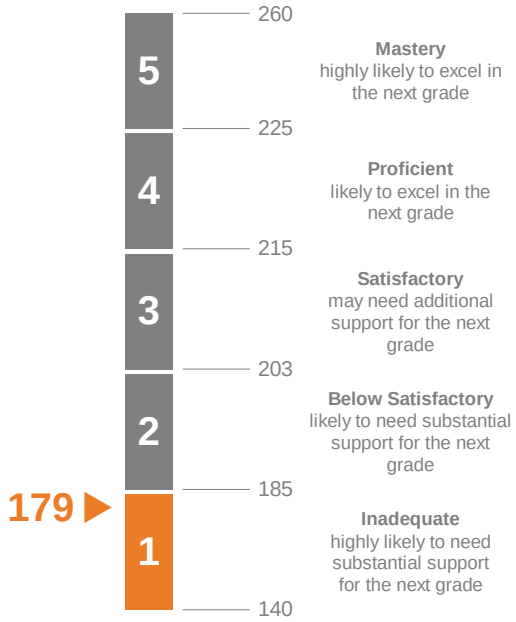
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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Physical Science	8	15	10
Life Science	4	15	9

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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

Objektif Evalyasyon Syans nan tout Eta a se pou asire ke lekòl piblik Florida yo ap founi elèv ou a meyè edikasyon posib nan domèn syans e ke y ap prepare elèv ou a kòmsadwa pou l sa gen siksè nan lavni.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

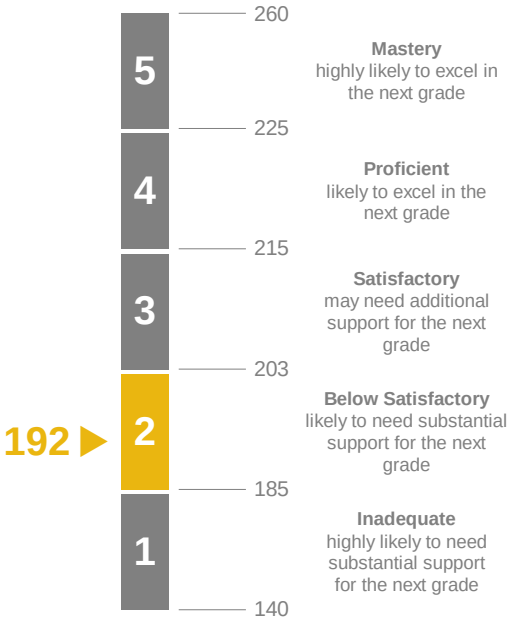
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	7	11	7
Earth and Space Science	8	15	9
Physical Science	8	15	10
Life Science	7	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	0%	10%	13%
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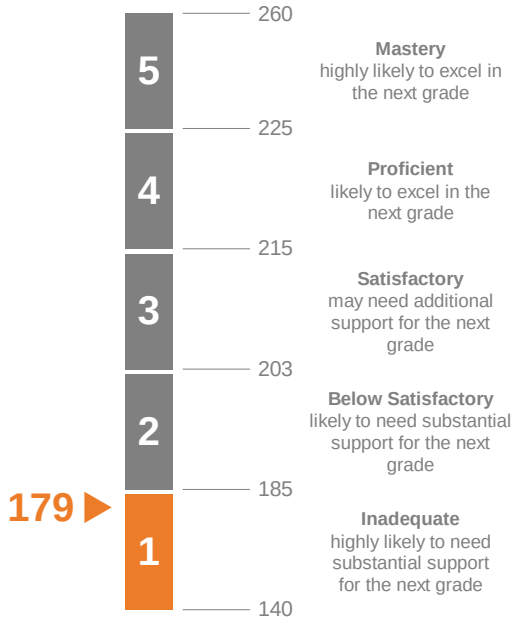
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

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Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	4	11	7
Earth and Space Science	2	15	9
Physical Science	8	15	10
Life Science	5	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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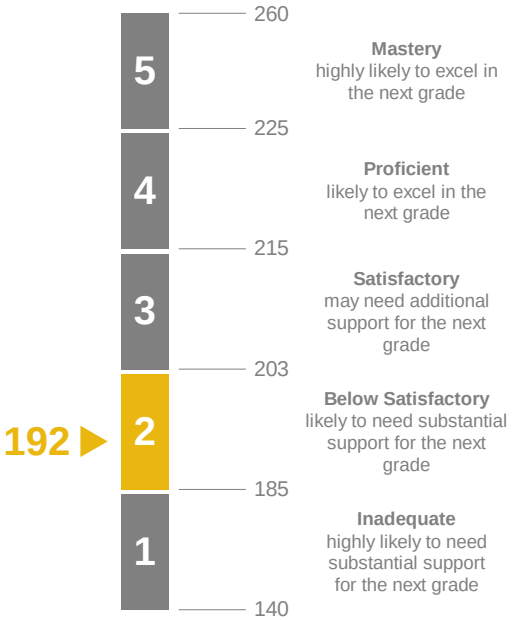
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	7	15	9
Physical Science	6	15	10
Life Science	9	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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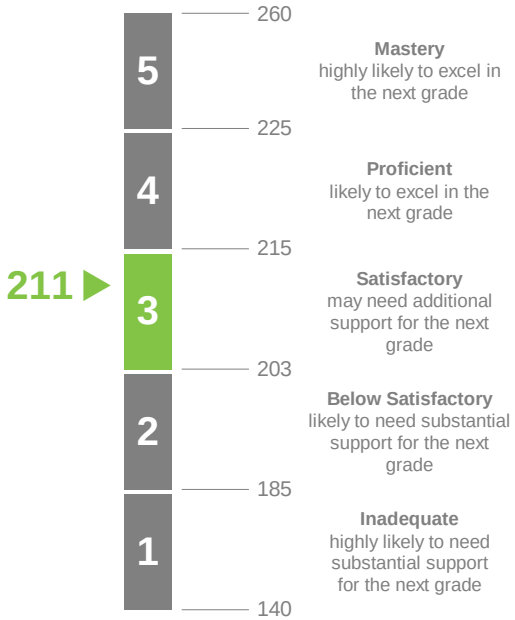
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	10	11	7
Earth and Space Science	11	15	9
Physical Science	10	15	10
Life Science	11	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 5	0%	10%	13%
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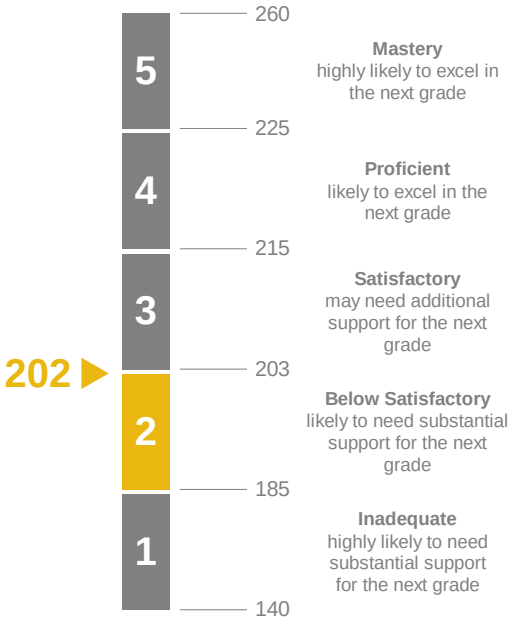
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



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Nature of Science	8	11	7
Earth and Space Science	10	15	9
Physical Science	8	15	10
Life Science	11	15	9

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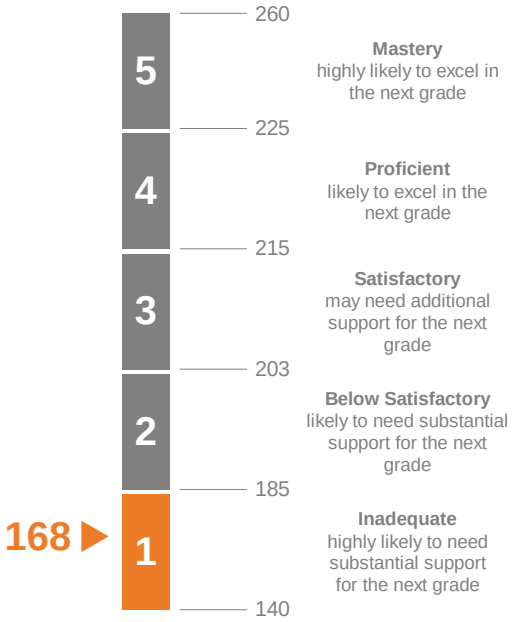
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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This table shows the number of points earned by your student in each reporting category on this assessment.

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Nature of Science	3	11	7
Earth and Space Science	7	15	9
Physical Science	3	15	10
Life Science	6	15	9

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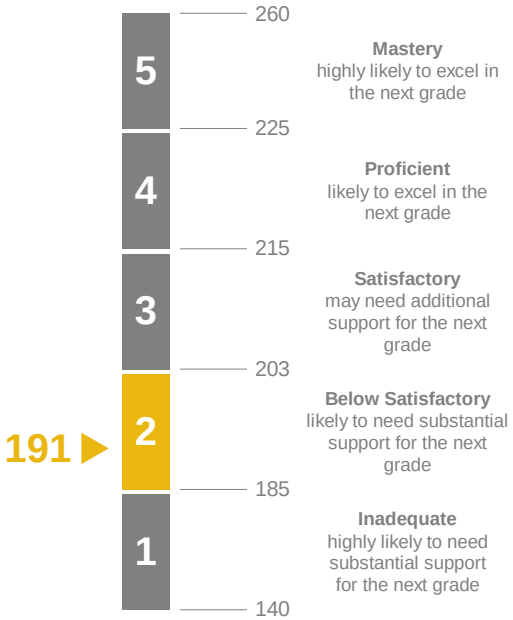
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	7	11	7
Earth and Space Science	7	15	9
Physical Science	10	15	10
Life Science	5	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

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Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

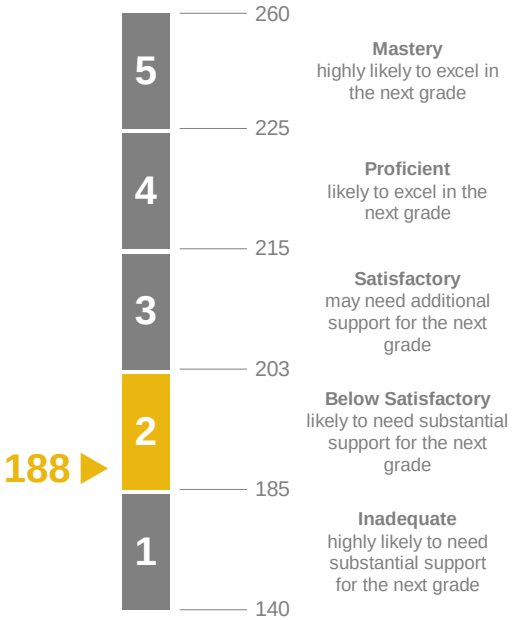
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YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	8	15	9
Physical Science	6	15	10
Life Science	6	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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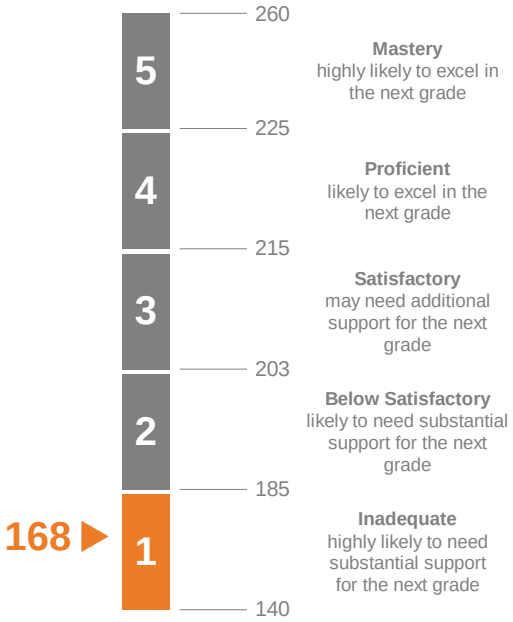
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YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	3	11	7
Earth and Space Science	5	15	9
Physical Science	3	15	10
Life Science	7	15	9

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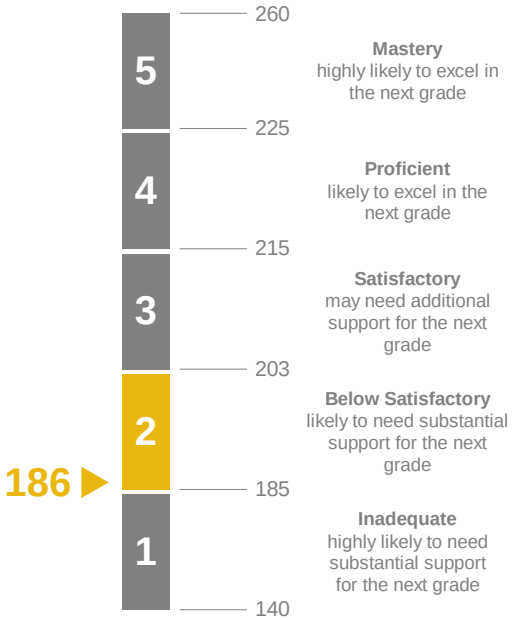
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Nature of Science	4	11	7
Earth and Space Science	11	15	9
Physical Science	5	15	10
Life Science	6	15	9

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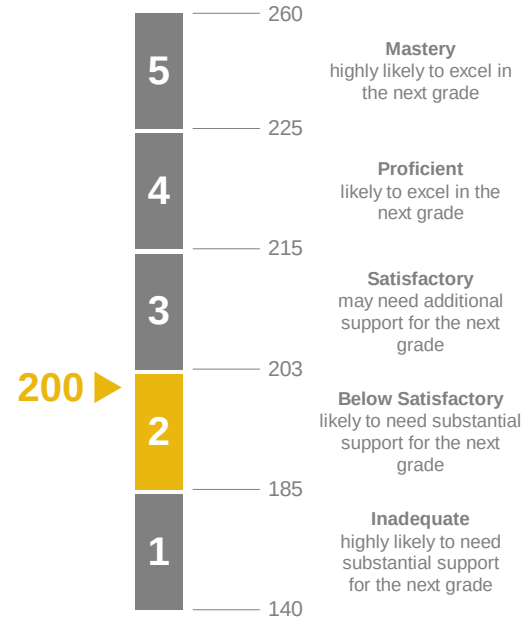
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Nature of Science	7	11	7
Earth and Space Science	11	15	9
Physical Science	9	15	10
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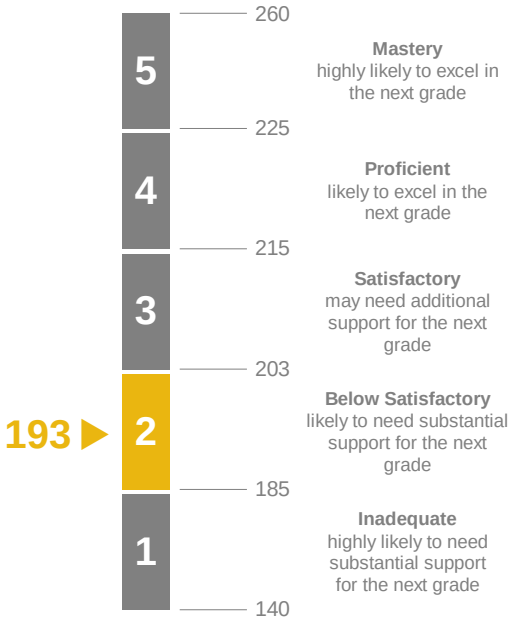
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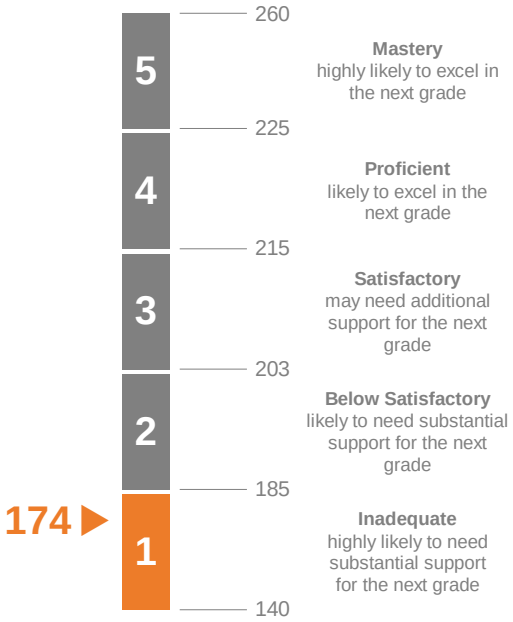
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



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This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	5	15	9
Physical Science	4	15	10
Life Science	6	15	9

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

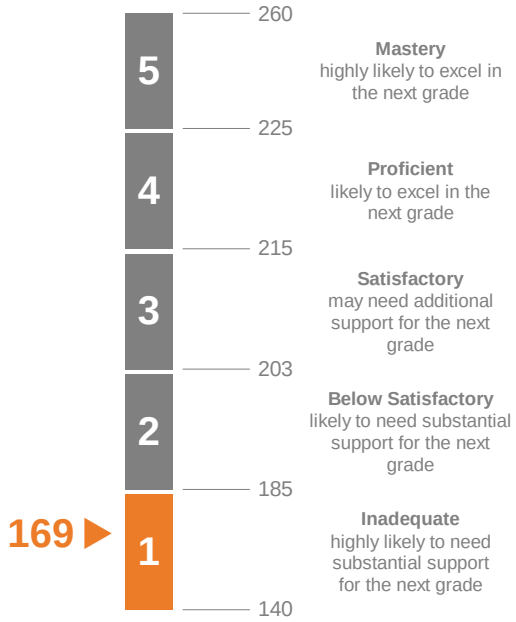
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	2	11	7
Earth and Space Science	6	15	9
Physical Science	6	15	10
Life Science	8	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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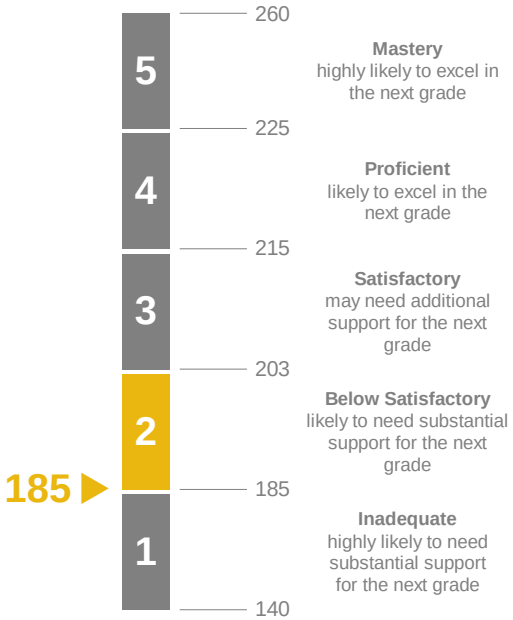
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Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	6	11	7
Earth and Space Science	8	15	9
Physical Science	8	15	10
Life Science	3	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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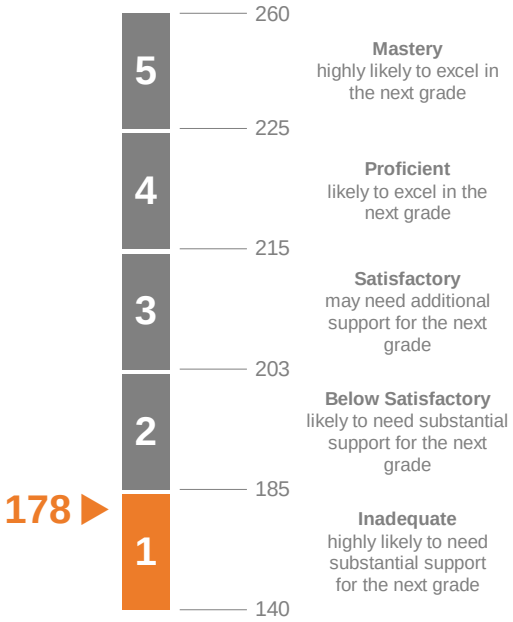
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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	1	11	7
Earth and Space Science	9	15	9
Physical Science	7	15	10
Life Science	7	15	9

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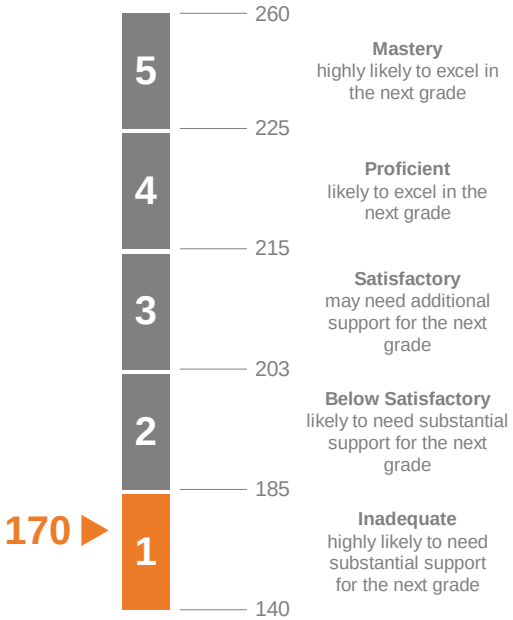
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Nature of Science	4	11	7
Earth and Space Science	4	15	9
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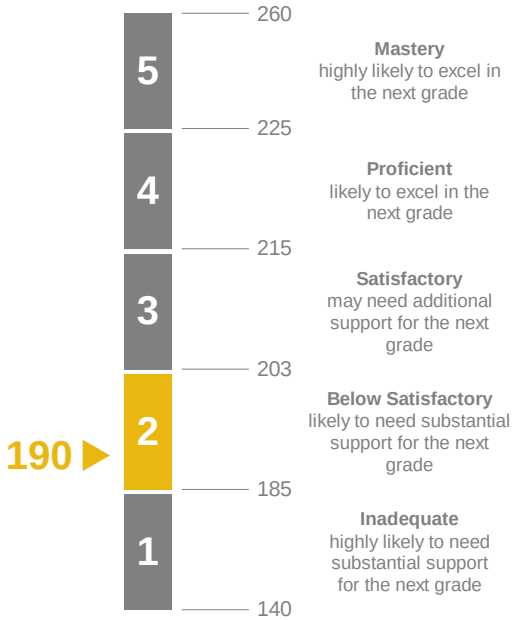
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	8	15	9
Physical Science	6	15	10
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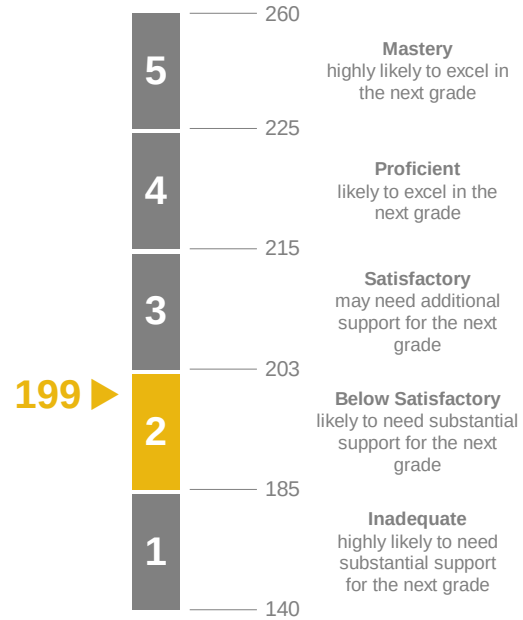
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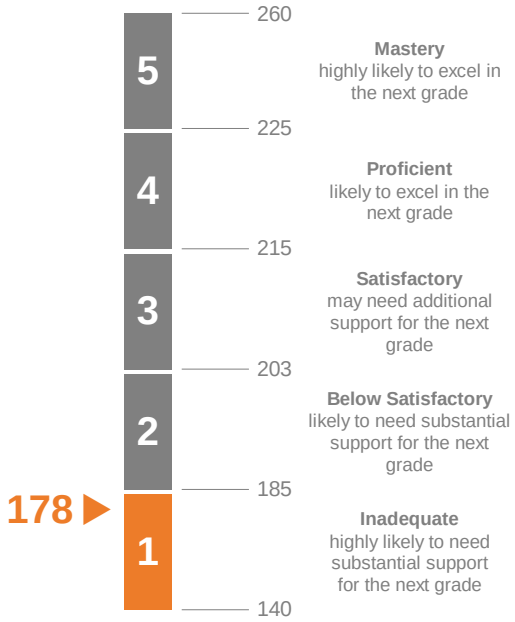
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SPRING 2017

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SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

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Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

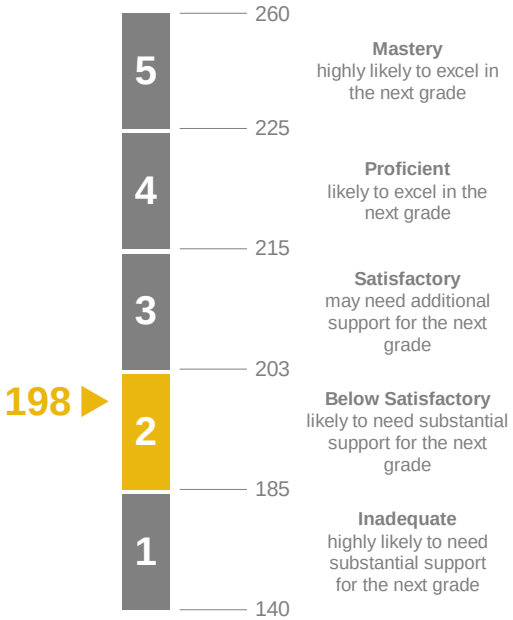
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del NGSSS para su grado. Con el fin de estar preparados para el siguiente grado es probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou NGSSS, pou klas yo. Pou yo prepare pou pwochen klas a, gen chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	12	15	9
Physical Science	6	15	10
Life Science	11	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

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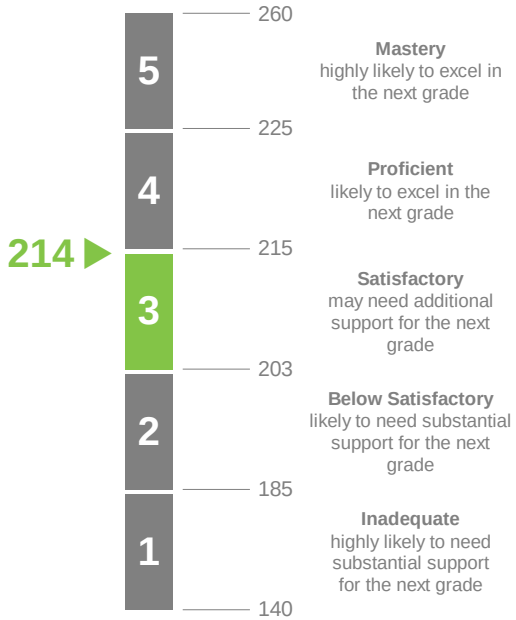
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan NGSSS pou klas yo. Yo ka bezwen sipò adisyonèl pou yo bay rannman siperyè nan pwochen klas a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	8	11	7
Earth and Space Science	13	15	9
Physical Science	11	15	10
Life Science	11	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

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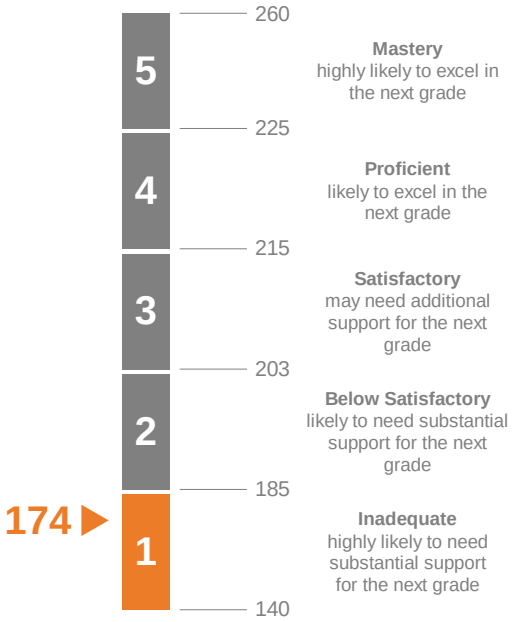
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

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Nature of Science	5	11	7
Earth and Space Science	7	15	9
Physical Science	3	15	10
Life Science	5	15	9

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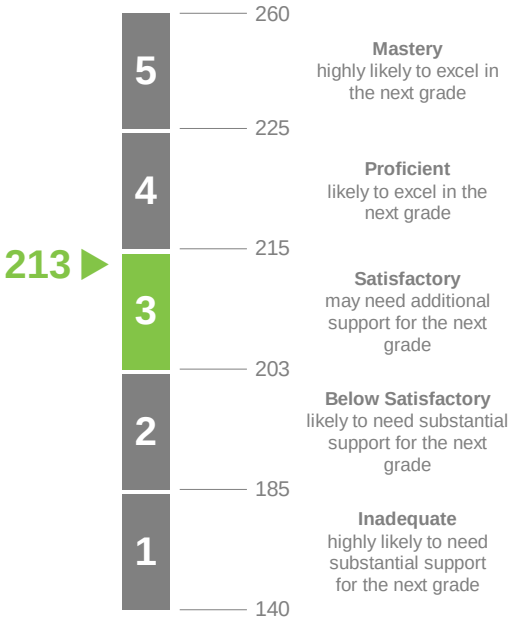
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Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del NGSSS para su grado. Los estudiantes pueden necesitar ayuda adicional para sobresalir en el siguiente grado.

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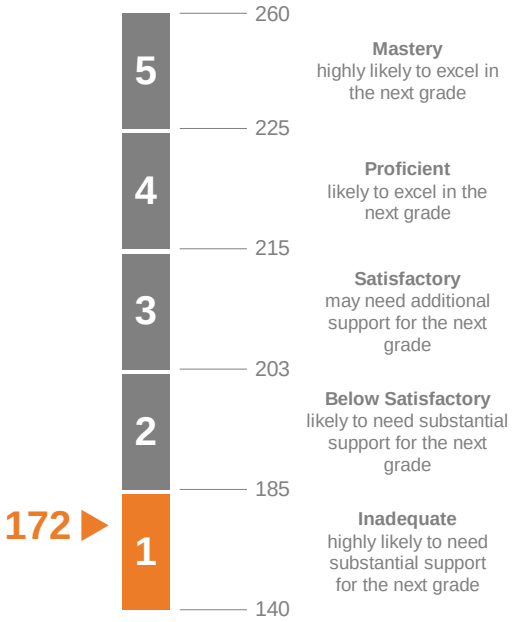
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

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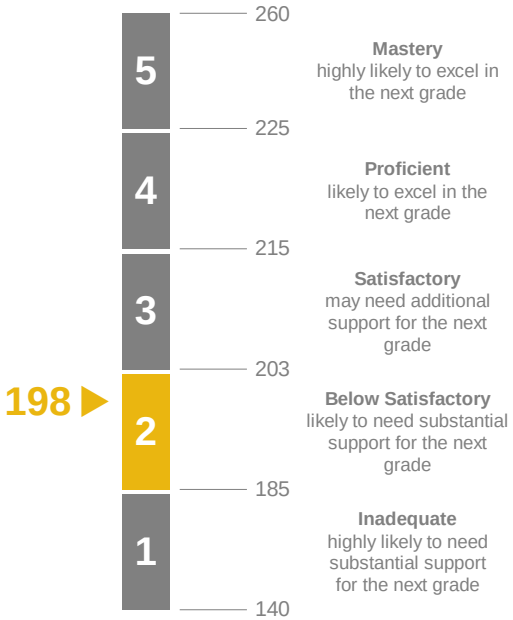
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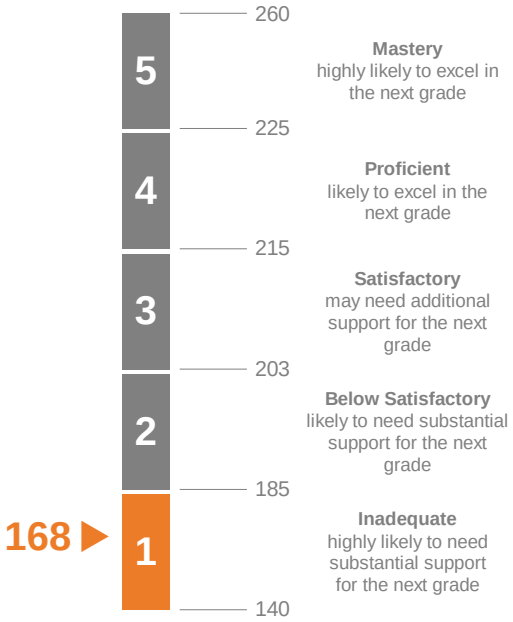
PERFORMANCE LEVEL



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Earth and Space Science	5	15	9
Physical Science	4	15	10
Life Science	5	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
Level 3	16%	22%	22%
Level 2	35%	31%	29%
Level 1	43%	25%	23%

NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

The purpose of the Statewide Science Assessment is to ensure that Florida's public schools are providing your student with the best science education possible and preparing your student for future success.

A high level of scientific knowledge has been identified as critical for success in the competitive 21st century job market. Working with Florida educators, the State developed this test to measure your student's achievement of the science skills in the Next Generation Sunshine State Standards (NGSSS). In addition, the content scores help you to identify academic skills that may need improvement.

El objetivo de la Evaluación Estatal de Ciencias es garantizar que las escuelas públicas de Florida le estén brindando a su estudiante la mejor educación posible en ciencias y la preparación necesaria para un futuro de éxitos.

Se ha determinado que es fundamental contar con un elevado nivel de conocimiento científico para tener éxito en el competitivo mercado laboral del siglo xxi. En colaboración con los educadores de Florida, el Estado elaboró este examen para medir las habilidades adquiridas por sus estudiantes en ciencias según los Estándares para la próxima generación del Estado de Florida (NGSSS). Además, los puntajes por contenido le ayudan a identificar las habilidades académicas que quizá necesite mejorar.

Objektif Evalyasyon Syans nan tout Eta a se pou asire ke lekòl piblik Florida yo ap founi elèv ou a meyè edikasyon posib nan domèn syans e ke y ap prepare elèv ou a kòmsadwa pou l sa gen siksè nan lavni.

Yo idantifye yon nivo elve nan konesans syantifik kòm kritik pou siksè nan mache travay konpetitif 21yèm syèk la. Nan travay ansanm avèk edikatè Florida yo, Eta a devlope egzamen sa a pou evalye rannman elèv ou a nan konpetans nan lasyans pou Estanda Nouvo Jenerasyon Sunshine State la (Next Generation Sunshine State Standards: NGSSS). Anplisdesa, nòt pou chak matyè ede ou pou idantifye konpetans akademik ki ka bezwen amelyorasyon.

YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

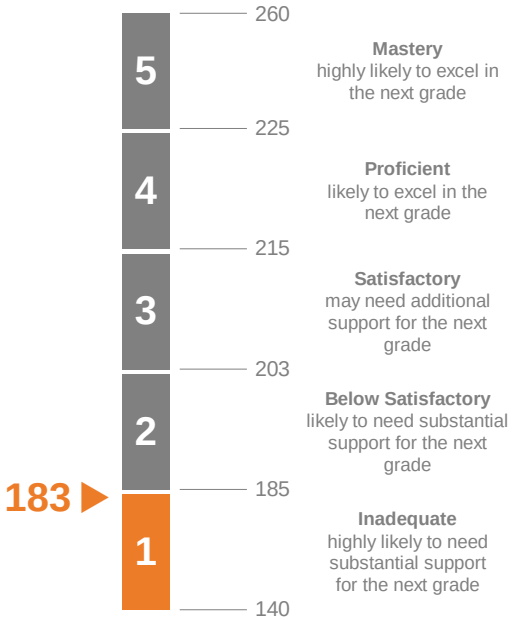
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the NGSSS for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del NGSSS, para su grado. Con el fin de estar preparado para el siguiente grado es muy probable que los estudiantes necesiten ayuda considerable.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou NGSSS pou klas yo. Pou yo prepare pou pwochen klas a, gen anpil chans y ap bezwen anpil sipò.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	5	11	7
Earth and Space Science	6	15	9
Physical Science	7	15	10
Life Science	7	15	9

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	10%	13%
Level 4	5%	12%	14%
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NEXT GENERATION SUNSHINE STATE STANDARDS
STATEWIDE SCIENCE ASSESSMENT – GRADE 8

SPRING 2017

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

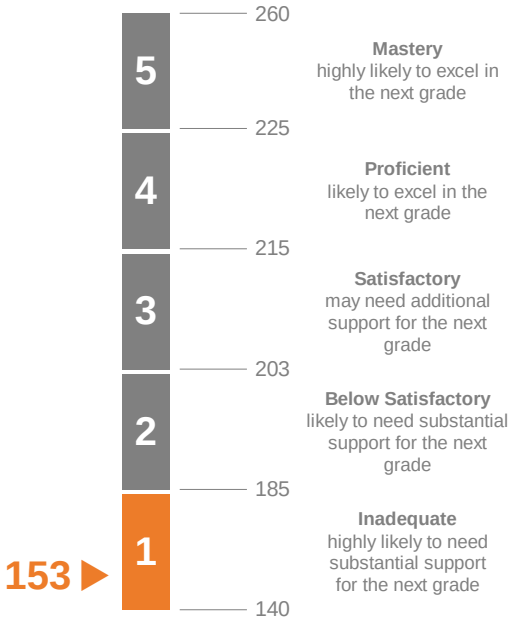
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YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category	Points Earned	Points Possible	State Mean
Nature of Science	2	11	7
Earth and Space Science	3	15	9
Physical Science	3	15	10
Life Science	4	15	9

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SPRING 2017

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YOUR STUDENT'S PERFORMANCE ON THE STATEWIDE SCIENCE ASSESSMENT

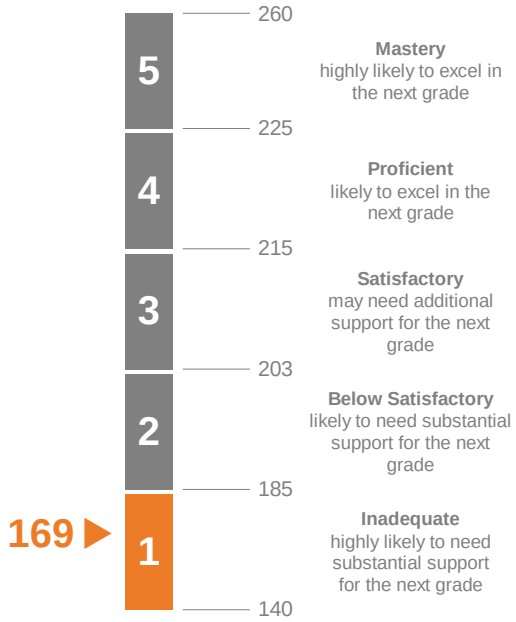
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Educational Performance Appendix

Appendix B
FSA

Spring 2015 Florida Standards Assessments
English Language Arts Grade 6
Retrofitted School Results

Notes: (1) On January 6, 2016, the State Board of Education adopted Achievement Levels for the Florida Standards Assessment (FSA). The Spring 2015 FSA scores were reported to students as percentile scores, and results from the initial release are now being provided based on the new score scale and established Achievement Levels so that stakeholders are able to see what they would have been if the achievement standards had been implemented at that time. (2) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (*) appears when data are suppressed. (3) Percentages may not add to 100 due to rounding.

								Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	06	24	303	13	54	33	8	4	0

Notes: (1) To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
								1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	06	20	316	35	30	35	25	10	0

Spring 2015 Florida Standards Assessments
Mathematics Grade 6
Retrofitted School Results

Notes: (1) On January 6, 2016, the State Board of Education adopted Achievement Levels for the Florida Standards Assessment (FSA). The Spring 2015 FSA scores were reported to students as percentile scores, and results from the initial release are now being provided based on the new score scale and established Achievement Levels so that stakeholders are able to see what they would have been if the achievement standards had been implemented at that time. (2) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (*) appears when data are suppressed. (3) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
								1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	06	24	308	29	50	21	21	8	0

Notes: (1) To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same category (i.e., all in the same Achievement Level). An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

								Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	06	20	312	20	35	45	15	5	0

FLORIDA DEPARTMENT OF EDUCATION
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Spring 2017 Florida Standards Assessments
Algebra 1
School Results - All Grades

Florida Standards Assessments

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
							1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	25	505	68	24	8	40	24	4

FLORIDA DEPARTMENT OF EDUCATION
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Spring 2017 Florida Standards Assessments
Algebra 2
School Results - All Grades

Florida Standards Assessments

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

							Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	10	510	50	30	20	40	0	10

FLORIDA DEPARTMENT OF EDUCATION
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Spring 2017 Florida Standards Assessments
English Language Arts Grade 6
School Results

Florida Standards Assessments

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
								1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	06	149	321	43	24	33	24	16	3

Spring 2017 Florida Standards Assessments
English Language Arts Grade 7
School Results

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
								1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	07	93	332	53	19	28	30	17	5

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
								1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	08	95	332	42	33	25	27	9	5

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Spring 2017 Florida Standards Assessments
Mathematics Grade 6
School Results

Florida Standards Assessments

Notes: (1) To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

								Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	06	149	315	35	34	31	26	8	1

FLORIDA DEPARTMENT OF EDUCATION
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Spring 2017 Florida Standards Assessments
Mathematics Grade 7
School Results

Florida Standards Assessments

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District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	07	82	323	32	28	40	21	11	0

Spring 2017 Florida Standards Assessments
Mathematics Grade 8
School Results

Notes: (1) To provide meaningful results and to protect the privacy of individual students, data are not reported when the total number of students in a group is fewer than 10 or when all the students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding.

District Number	District Name	School Number	School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level				
								1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	08	69	326	32	43	25	23	7	1

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Spring 2017 Florida Standards Assessments
Algebra 1
School Results - All Grades

Florida Standards Assessments

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

							Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5
06	BROWARD	0021	POMPANO BEACH MIDDLE SCHOOL	56	518	91	4	5	45	25	21
06	BROWARD	0911	DEERFIELD BEACH MIDDLE SCHOOL	91	535	100	0	0	14	34	52
06	BROWARD	1871	CRYSTAL LAKE MIDDLE SCHOOL	159	511	82	9	8	47	21	14
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	25	505	68	24	8	40	24	4

Florida Standards Assessments

Algebra 1
FSA EOC Assessment
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (425-575)	Passed	Core Test Form	Performance Level (Level 1 (425-486) Level 2 (487-496) Level 3 (497-517) Level 4 (518-531) Level 5 (532-575))	Points Earned/Points Possible by Content Area: Algebra and Modeling	Functions and Modeling	Statistics and the Number System
Grade 07								
		511	Y	F	3	9/24	9/24	3/11
		509	Y	F	3	7/24	10/24	3/11
		493	N	H	2	5/24	6/23	2/11
		502	Y	F	3	6/24	9/24	1/11
		490	N	I	2	7/24	7/23	2/11
		517	Y	I	3	10/24	12/23	3/11
		530	Y	F	4	15/24	9/24	5/11
		528	Y	H	4	13/24	11/23	6/11
		507	Y	H	3	6/24	10/23	4/11
Grade 08								
		525	Y	G	4	16/24	9/24	3/11
		542	Y	F	5	17/24	15/24	7/11

- Points earned by content area should not be compared across administrations or test forms.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR6** = Duplicated Record **NR8** = Caveon Invalidated
  NR3 = Marked Do Not Score **NR7** = FDOE Hold
- Grade 30 = A Non-High School Graduate

*This student is eligible for the alternate passing score of 489 or above.

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Florida Standards Assessments

Algebra 1
FSA EOC Assessment
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (425-575)	Passed	Core Test Form	Performance Level Level 1 (425-486) Level 2 (487-496) Level 3 (497-517) Level 4 (518-531) Level 5 (532-575)	Points Earned/Points Possible by Content Area Algebra and Modeling	Functions and Modeling	Statistics and the Number System
		485	N	H	1	6/24	5/23	1/11
		482	N	G	1	5/24	4/24	1/11
		486	N	G	1	1/24	8/24	2/11
		499	Y	F	3	6/24	4/24	4/11
		503	Y	G	3	9/24	7/24	1/11
		517	Y	H	3	12/24	10/23	3/11
		478	N	G	1	3/24	8/24	1/11
		518	Y	I	4	12/24	11/23	2/11
		479	N	G	1	4/24	5/24	0/11
		522	Y	F	4	12/24	12/24	4/11
		501	Y	F	3	7/24	10/24	0/11
		475	N	I	1	3/24	5/23	3/11

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Florida Standards Assessments

Algebra 1
FSA EOC Assessment
School Report of Students
Spring 2017

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School ID 5413
District BROWARD
District ID 06

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		497	Y	F	3	6/24	5/24	4/11
		522	Y	H	4	14/24	8/23	4/11

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*This student is eligible for the alternate passing score of 489 or above.

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Florida Standards Assessments

Algebra 2
FSA EOC Assessment
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (425-575)	Passed	Core Test Form	Performance Level (Level 1 (425-496) Level 2 (497-510) Level 3 (511-528) Level 4 (529-536) Level 5 (537-575))	Points Earned/Points Possible by Content Area: Algebra and Modeling	Functions and Modeling	Statistics, Probability, and the Number System
Grade 08								
		490	N	C	1	2/21	3/21	2/16
		526	Y	C	3	12/21	7/21	2/16
		541	Y	D	5	15/21	10/22	10/16
		505	N	C	2	5/21	3/21	3/16
		494	N	C	1	3/21	2/21	3/16
		491	N	E	1	3/21	2/21	3/16
		499	N	C	2	3/21	2/21	4/16
		513	Y	D	3	5/21	5/22	5/16
		523	Y	C	3	9/21	4/21	8/16
		520	Y	C	3	6/21	8/21	6/16

- Points earned by content area should not be compared across administrations or test forms.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR6** = Duplicated Record **NR8** = Caveon Invalidated
  NR3 = Marked Do Not Score **NR7** = FDOE Hold
- Grade 30 = A Non-High School Graduate

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Florida Standards Assessments

ELA
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		328	NA	3	7/15	7/14	6/11	11/12	6/10
		318	NA	2	6/15	9/14	6/11	7/12	5/10
		363	NA	5	11/15	13/14	10/11	11/12	8/10
		294	NA	1	2/15	4/14	3/11	8/12	0/10
		323	NA	2	5/15	9/14	6/11	7/12	6/10
		333	NA	3	8/15	9/14	8/11	10/12	6/10
		348	NA	4	12/15	12/14	7/11	9/12	8/10
		270	NA	1	2/15	2/14	4/11	4/12	3/10
		347	NA	4	11/15	10/14	10/11	7/12	8/10
		335	NA	3	9/15	11/14	7/11	10/12	6/10
		302	NA	1	3/15	5/14	3/11	9/12	5/10
		336	NA	3	10/15	9/14	7/11	9/12	6/10
		337	NA	3	9/15	11/14	6/11	10/12	7/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		341	NA	4	12/15	12/14	7/11	10/12	6/10
		333	NA	3	8/15	8/14	9/11	10/12	6/10
		304	NA	1	3/15	6/14	2/11	8/12	5/10
		337	NA	3	11/15	10/14	6/11	9/12	6/10
		288	NA	1	2/15	4/14	2/11	7/12	4/10
		338	NA	3	9/15	11/14	7/11	10/12	6/10
		353	NA	4	11/15	12/14	9/11	11/12	8/10
		351	NA	4	12/15	10/14	8/11	10/12	8/10
		322	NA	2	5/15	8/14	5/11	10/12	5/10
		315	NA	2	6/15	6/14	6/11	8/12	5/10
		297	NA	1	3/15	6/14	5/11	4/12	3/10
		311	NA	2	5/15	6/14	5/11	8/12	6/10
		346	NA	4	11/15	9/14	10/11	11/12	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		304	NA	1	3/15	7/14	3/11	6/12	5/10
		319	NA	2	7/15	6/14	4/11	11/12	6/10
		328	NA	3	8/15	9/14	4/11	11/12	6/10
		322	NA	2	6/15	7/14	6/11	9/12	5/10
		332	NA	3	8/15	13/14	5/11	9/12	6/10
		321	NA	2	6/15	8/14	4/11	10/12	6/10
		332	NA	3	8/15	8/14	7/11	10/12	6/10
		313	NA	2	6/15	8/14	8/11	5/12	2/10
		312	NA	2	7/15	7/14	2/11	6/12	5/10
		314	NA	2	6/15	6/14	3/11	9/12	5/10
		295	NA	1	4/15	4/14	2/11	7/12	3/10
		319	NA	2	7/15	5/14	7/11	7/12	6/10
		314	NA	2	7/15	8/14	4/11	4/12	5/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
School Report of Students
Spring 2017

School	**SOMERSET ACADEMY KEY MIDDLE SCHO**
School ID	**5413**
District	**BROWARD**
District ID	**06**

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		319	NA	2	7/15	6/14	5/11	9/12	6/10
		337	NA	3	10/15	10/14	7/11	11/12	5/10
		304	NA	1	0/15	9/14	3/11	10/12	5/10
		323	NA	2	8/15	8/14	6/11	8/12	6/10
		297	NA	1	4/15	3/14	4/11	5/12	5/10
		267	NA	1	1/15	4/14	1/11	4/12	0/10
		313	NA	2	6/15	5/14	5/11	9/12	4/10
		321	NA	2	7/15	9/14	4/11	9/12	5/10
		369	NA	5	14/15	13/14	10/11	10/12	8/10
		355	NA	4	10/15	11/14	11/11	10/12	8/10
		314	NA	2	5/15	9/14	4/11	4/12	6/10
		311	NA	2	5/15	6/14	3/11	8/12	5/10
		319	NA	2	8/15	8/14	4/11	8/12	5/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		318	NA	2	7/15	10/14	4/11	6/12	5/10
		336	NA	3	9/15	8/14	6/11	9/12	8/10
		295	NA	1	1/15	5/14	6/11	6/12	4/10
		307	NA	1	3/15	6/14	2/11	10/12	6/10
		315	NA	2	7/15	7/14	3/11	9/12	5/10
		334	NA	3	9/15	9/14	8/11	9/12	6/10
		355	NA	4	14/15	11/14	9/11	11/12	6/10
		322	NA	2	5/15	11/14	7/11	8/12	4/10
		321	NA	2	8/15	8/14	6/11	8/12	6/10
		320	NA	2	7/15	8/14	3/11	9/12	6/10
		323	NA	2	9/15	10/14	5/11	6/12	5/10
		310	NA	2	5/15	8/14	5/11	9/12	3/10
		312	NA	2	4/15	7/14	4/11	9/12	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		307	NA	1	2/15	8/14	4/11	7/12	6/10
		328	NA	3	9/15	10/14	6/11	10/12	6/10
		282	NA	1	1/15	6/14	3/11	4/12	3/10
		363	NA	5	13/15	14/14	10/11	10/12	7/10
		261	NA	1	1/15	3/14	1/11	7/12	2/10
		332	NA	3	9/15	11/14	5/11	8/12	6/10
		319	NA	2	7/15	6/14	3/11	10/12	6/10
		330	NA	3	9/15	7/14	7/11	6/12	7/10
		311	NA	2	7/15	4/14	4/11	8/12	4/10
		336	NA	3	13/15	7/14	8/11	9/12	5/10
		269	NA	1	2/15	4/14	2/11	5/12	0/10
		343	NA	4	9/15	13/14	9/11	11/12	5/10
		300	NA	1	5/15	8/14	5/11	5/12	0/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		329	NA	3	11/15	10/14	4/11	8/12	6/10
		275	NA	1	2/15	5/14	1/11	6/12	2/10
		312	NA	2	5/15	6/14	5/11	9/12	5/10
		315	NA	2	4/15	9/14	4/11	11/12	4/10
		323	NA	2	9/15	6/14	6/11	8/12	6/10
		346	NA	4	13/15	9/14	10/11	8/12	7/10
		335	NA	3	8/15	10/14	8/11	10/12	5/10
		328	NA	3	9/15	10/14	6/11	8/12	5/10
		308	NA	1	1/15	7/14	5/11	9/12	6/10
		309	NA	2	4/15	8/14	4/11	8/12	4/10
		347	NA	4	11/15	10/14	9/11	9/12	8/10
		306	NA	1	4/15	5/14	4/11	6/12	5/10
		332	NA	3	11/15	8/14	5/11	10/12	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

ELA
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Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		306	NA	1	5/15	6/14	2/11	9/12	3/10
		311	NA	2	6/15	6/14	3/11	6/12	6/10
		330	NA	3	11/15	6/14	5/11	8/12	7/10
		326	NA	3	5/15	10/14	6/11	10/12	6/10
		307	NA	1	3/15	4/14	6/11	6/12	6/10
		352	NA	4	14/15	12/14	8/11	6/12	8/10
		306	NA	1	4/15	3/14	4/11	7/12	6/10
		319	NA	2	5/15	8/14	4/11	9/12	6/10
		297	NA	1	3/15	6/14	3/11	4/12	5/10
		315	NA	2	5/15	7/14	6/11	9/12	5/10
		312	NA	2	4/15	8/14	5/11	8/12	6/10
		295	NA	1	3/15	8/14	4/11	5/12	3/10
		320	NA	2	8/15	7/14	4/11	8/12	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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ELA
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Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level (Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391))	Points Earned/Points Possible by Content Area: Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		296	NA	1	1/15	5/14	4/11	7/12	5/10
		328	NA	3	7/15	8/14	9/11	10/12	5/10
		330	NA	3	8/15	10/14	5/11	9/12	6/10
		317	NA	2	6/15	8/14	5/11	10/12	3/10
		340	NA	4	10/15	12/14	8/11	9/12	6/10
		345	NA	4	8/15	10/14	9/11	10/12	8/10
		295	NA	1	1/15	2/14	3/11	9/12	5/10
		291	NA	1	3/15	4/14	2/11	9/12	0/10
		343	NA	4	10/15	11/14	6/11	11/12	7/10
		319	NA	2	7/15	6/14	6/11	9/12	5/10
		301	NA	1	3/15	5/14	2/11	8/12	6/10
		295	NA	1	4/15	5/14	4/11	4/12	2/10
		341	NA	4	11/15	10/14	9/11	9/12	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		355	NA	4	12/15	13/14	9/11	11/12	6/10
		330	NA	3	9/15	10/14	7/11	8/12	6/10
		288	NA	1	2/15	5/14	3/11	6/12	0/10
		316	NA	2	6/15	8/14	5/11	9/12	5/10
		349	NA	4	10/15	13/14	9/11	11/12	6/10
		343	NA	4	8/15	11/14	8/11	10/12	8/10
		331	NA	3	10/15	11/14	5/11	11/12	4/10
		320	NA	2	6/15	8/14	6/11	7/12	6/10
		320	NA	2	9/15	7/14	3/11	8/12	6/10
		300	NA	1	2/15	3/14	4/11	8/12	5/10
		327	NA	3	9/15	9/14	4/11	10/12	6/10
		NR	NA						
		335	NA	3	9/15	10/14	7/11	10/12	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		341	NA	4	10/15	12/14	7/11	10/12	5/10
		295	NA	1	3/15	5/14	2/11	9/12	2/10
		342	NA	4	11/15	9/14	8/11	10/12	6/10
		337	NA	3	10/15	8/14	9/11	9/12	6/10
		352	NA	4	11/15	13/14	9/11	10/12	6/10
		NR	NA						
		358	NA	5	15/15	9/14	11/11	12/12	6/10
		347	NA	4	11/15	11/14	9/11	9/12	7/10
		319	NA	2	5/15	9/14	6/11	8/12	6/10
		330	NA	3	6/15	10/14	5/11	6/12	8/10
		333	NA	3	11/15	7/14	8/11	10/12	6/10
		331	NA	3	8/15	8/14	8/11	7/12	6/10
		322	NA	2	8/15	8/14	4/11	10/12	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (259-391)	Passed	Performance Level Level 1 (259-308) Level 2 (309-325) Level 3 (326-338) Level 4 (339-355) Level 5 (356-391)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 06									
		333	NA	3	10/15	10/14	5/11	8/12	6/10
		320	NA	2	7/15	4/14	7/11	6/12	6/10
		297	NA	1	2/15	2/14	4/11	6/12	6/10
		326	NA	3	6/15	10/14	6/11	7/12	6/10
		350	NA	4	11/15	13/14	9/11	10/12	6/10
		321	NA	2	8/15	7/14	4/11	8/12	6/10
		302	NA	1	3/15	3/14	2/11	9/12	6/10
		322	NA	2	7/15	7/14	7/11	8/12	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		320	NA	2	3/14	9/15	4/12	5/11	6/10
		267	NA	1	0/14	2/15	5/12	4/11	0/10
		326	NA	2	6/14	6/15	4/12	8/11	6/10
		333	NA	3	7/14	8/15	6/12	9/11	6/10
		315	NA	1	4/14	4/15	3/12	7/11	6/10
		NR	NA						
		334	NA	3	4/14	11/15	4/12	8/11	7/10
		357	NA	4	10/14	12/15	9/12	11/11	6/10
		365	NA	5	12/14	11/15	9/12	11/11	8/10
		333	NA	3	5/14	8/15	7/12	10/11	6/10
		334	NA	3	6/14	9/15	6/12	9/11	6/10
		320	NA	2	4/14	7/15	3/12	6/11	6/10
		303	NA	1	3/14	3/15	3/12	4/11	6/10

- Points earned by content area should not be compared across administrations.
- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		328	NA	2	6/14	8/15	5/12	6/11	7/10
		332	NA	2	5/14	9/15	6/12	7/11	6/10
		353	NA	4	9/14	12/15	7/12	10/11	8/10
		328	NA	2	7/14	9/15	5/12	4/11	7/10
		337	NA	3	8/14	7/15	8/12	8/11	6/10
		318	NA	2	5/14	6/15	6/12	6/11	5/10
		324	NA	2	3/14	9/15	3/12	9/11	6/10
		328	NA	2	7/14	6/15	6/12	6/11	6/10
		322	NA	2	2/14	7/15	4/12	9/11	6/10
		326	NA	2	4/14	8/15	5/12	5/11	7/10
		312	NA	1	1/14	6/15	5/12	5/11	5/10
		347	NA	4	7/14	9/15	9/12	10/11	7/10
		320	NA	2	4/14	7/15	5/12	5/11	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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ELA
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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		369	NA	5	11/14	14/15	10/12	9/11	8/10
		357	NA	4	9/14	12/15	10/12	8/11	8/10
		355	NA	4	10/14	12/15	7/12	10/11	8/10
		340	NA	3	9/14	8/15	7/12	8/11	7/10
		336	NA	3	8/14	9/15	8/12	6/11	6/10
		325	NA	2	5/14	5/15	6/12	8/11	5/10
		337	NA	3	9/14	6/15	4/12	9/11	8/10
		324	NA	2	3/14	9/15	5/12	7/11	6/10
		314	NA	1	5/14	6/15	5/12	4/11	4/10
		351	NA	4	10/14	9/15	7/12	11/11	8/10
		348	NA	4	8/14	10/15	9/12	10/11	7/10
		344	NA	3	5/14	9/15	8/12	11/11	8/10
		353	NA	4	8/14	13/15	9/12	10/11	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		350	NA	4	9/14	12/15	10/12	9/11	6/10
		308	NA	1	4/14	5/15	4/12	3/11	6/10
		319	NA	2	4/14	7/15	4/12	7/11	6/10
		310	NA	1	2/14	5/15	3/12	6/11	6/10
		337	NA	3	9/14	9/15	8/12	6/11	7/10
		331	NA	2	7/14	7/15	3/12	8/11	8/10
		340	NA	3	7/14	10/15	9/12	8/11	5/10
		362	NA	5	9/14	11/15	10/12	10/11	8/10
		339	NA	3	7/14	8/15	7/12	10/11	7/10
		343	NA	3	9/14	9/15	6/12	10/11	7/10
		340	NA	3	6/14	9/15	6/12	10/11	6/10
		340	NA	3	5/14	10/15	7/12	6/11	8/10
		321	NA	2	5/14	8/15	6/12	5/11	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		345	NA	3	8/14	10/15	5/12	10/11	8/10
		354	NA	4	10/14	11/15	10/12	11/11	6/10
		352	NA	4	7/14	11/15	10/12	11/11	6/10
		340	NA	3	7/14	8/15	8/12	9/11	7/10
		336	NA	3	7/14	7/15	6/12	7/11	7/10
		336	NA	3	8/14	10/15	5/12	8/11	6/10
		329	NA	2	8/14	7/15	4/12	10/11	5/10
		350	NA	4	9/14	10/15	10/12	8/11	7/10
		354	NA	4	12/14	11/15	8/12	10/11	6/10
		341	NA	3	7/14	11/15	6/12	9/11	6/10
		345	NA	3	9/14	9/15	8/12	10/11	6/10
		319	NA	2	7/14	3/15	4/12	6/11	6/10
		317	NA	1	2/14	5/15	6/12	8/11	6/10

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School SOMERSET ACADEMY KEY MIDDLE SCHO
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District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		321	NA	2	3/14	9/15	3/12	7/11	6/10
		356	NA	4	9/14	13/15	6/12	11/11	8/10
		337	NA	3	5/14	7/15	6/12	10/11	8/10
		267	NA	1	2/14	2/15	1/12	3/11	0/10
		364	NA	5	9/14	13/15	9/12	11/11	8/10
		334	NA	3	7/14	8/15	5/12	7/11	8/10
		363	NA	5	12/14	10/15	10/12	10/11	8/10
		343	NA	3	9/14	9/15	6/12	10/11	6/10
		310	NA	1	2/14	6/15	2/12	8/11	6/10
		296	NA	1	3/14	4/15	2/12	2/11	5/10
		329	NA	2	7/14	10/15	6/12	6/11	5/10
		354	NA	4	10/14	11/15	9/12	9/11	7/10
		317	NA	1	5/14	6/15	4/12	6/11	6/10

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		334	NA	3	6/14	8/15	5/12	10/11	6/10
		308	NA	1	4/14	5/15	3/12	6/11	5/10
		299	NA	1	4/14	4/15	2/12	4/11	5/10
		324	NA	2	7/14	7/15	3/12	7/11	6/10
		313	NA	1	2/14	5/15	4/12	7/11	6/10
		311	NA	1	2/14	5/15	2/12	8/11	6/10
		335	NA	3	7/14	9/15	6/12	8/11	6/10
		333	NA	3	6/14	6/15	6/12	9/11	7/10
		331	NA	2	8/14	8/15	2/12	10/11	6/10
		331	NA	2	7/14	10/15	4/12	8/11	6/10
		295	NA	1	1/14	2/15	2/12	4/11	6/10
		326	NA	2	5/14	9/15	3/12	7/11	6/10
		328	NA	2	5/14	8/15	6/12	6/11	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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School	**SOMERSET ACADEMY KEY MIDDLE SCHO**
School ID	**5413**
District	**BROWARD**
District ID	**06**

Student Name	Student ID	Scale Score (267-397)	Passed	Performance Level Level 1 (267-317) Level 2 (318-332) Level 3 (333-345) Level 4 (346-359) Level 5 (360-397)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 07									
		353	NA	4	10/14	12/15	7/12	10/11	6/10
		337	NA	3	7/14	10/15	7/12	6/11	7/10
		313	NA	1	1/14	5/15	6/12	8/11	6/10

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- NA – Not Applicable

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ELA
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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		336	NA	2	9/17	6/16	5/9	9/10	8/10
		360	NA	4	14/17	11/16	8/9	9/10	8/10
		365	NA	4	15/17	12/16	9/9	9/10	8/10
		338	NA	3	9/17	10/16	7/9	9/10	5/10
		318	NA	1	5/17	5/16	5/9	4/10	7/10
		315	NA	1	5/17	6/16	3/9	5/10	5/10
		374	NA	5	16/17	14/16	9/9	10/10	7/10
		310	NA	1	5/17	2/16	2/9	7/10	5/10
		324	NA	2	11/17	7/16	5/9	5/10	5/10
		343	NA	3	9/17	11/16	6/9	8/10	7/10
		323	NA	2	6/17	5/16	6/9	6/10	5/10
		327	NA	2	5/17	8/16	5/9	6/10	6/10
		339	NA	3	10/17	10/16	5/9	6/10	8/10

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- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Points Earned/Points Possible by Content Area Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		335	NA	2	4/17	6/16	6/9	9/10	10/10
		316	NA	1	4/17	5/16	2/9	8/10	6/10
		326	NA	2	3/17	7/16	5/9	10/10	7/10
		320	NA	1	3/17	4/16	5/9	7/10	8/10
		298	NA	1	1/17	2/16	2/9	4/10	6/10
		349	NA	3	8/17	12/16	8/9	9/10	8/10
		328	NA	2	5/17	7/16	5/9	10/10	6/10
		309	NA	1	4/17	5/16	1/9	7/10	5/10
		325	NA	2	6/17	4/16	3/9	8/10	8/10
		338	NA	3	7/17	11/16	5/9	8/10	7/10
		339	NA	3	13/17	8/16	5/9	7/10	6/10
		314	NA	1	4/17	7/16	3/9	6/10	4/10
		329	NA	2	4/17	9/16	5/9	8/10	6/10

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		302	NA	1	2/17	2/16	3/9	5/10	5/10
		346	NA	3	10/17	11/16	7/9	9/10	6/10
		347	NA	3	11/17	12/16	6/9	9/10	6/10
		358	NA	4	12/17	12/16	7/9	9/10	8/10
		354	NA	4	12/17	13/16	8/9	10/10	6/10
		347	NA	3	10/17	12/16	5/9	9/10	8/10
		377	NA	5	15/17	16/16	8/9	10/10	8/10
		308	NA	1	8/17	3/16	3/9	5/10	5/10
		320	NA	1	5/17	6/16	2/9	6/10	8/10
		348	NA	3	10/17	11/16	6/9	8/10	8/10
		300	NA	1	3/17	2/16	2/9	6/10	5/10
		334	NA	2	8/17	5/16	7/9	8/10	6/10
		340	NA	3	6/17	10/16	5/9	8/10	8/10

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		324	NA	2	6/17	8/16	4/9	6/10	5/10
		340	NA	3	6/17	9/16	8/9	9/10	7/10
		319	NA	1	5/17	5/16	4/9	7/10	6/10
		354	NA	4	12/17	13/16	7/9	10/10	6/10
		333	NA	2	9/17	6/16	3/9	9/10	6/10
		352	NA	4	10/17	15/16	7/9	9/10	5/10
		321	NA	1	8/17	8/16	0/9	9/10	5/10
		369	NA	5	16/17	13/16	8/9	10/10	7/10
		351	NA	3	13/17	12/16	7/9	8/10	6/10
		304	NA	1	4/17	1/16	2/9	9/10	5/10
		323	NA	2	7/17	5/16	6/9	4/10	7/10
		361	NA	4	15/17	13/16	6/9	9/10	8/10
		335	NA	2	10/17	8/16	6/9	7/10	5/10

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		346	NA	3	9/17	11/16	6/9	9/10	7/10
		318	NA	1	5/17	5/16	6/9	7/10	5/10
		274	NA	1	4/17	2/16	3/9	5/10	0/10
		341	NA	3	9/17	11/16	6/9	10/10	4/10
		320	NA	1	8/17	7/16	2/9	7/10	6/10
		332	NA	2	5/17	11/16	5/9	7/10	7/10
		310	NA	1	4/17	7/16	5/9	8/10	0/10
		337	NA	3	7/17	12/16	6/9	8/10	6/10
		339	NA	3	12/17	9/16	6/9	6/10	6/10
		329	NA	2	4/17	7/16	4/9	8/10	8/10
		296	NA	1	2/17	4/16	1/9	4/10	5/10
		352	NA	4	14/17	10/16	7/9	8/10	8/10
		342	NA	3	10/17	10/16	5/9	9/10	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
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Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		337	NA	3	8/17	10/16	5/9	9/10	6/10
		275	NA	1	2/17	2/16	1/9	3/10	3/10
		309	NA	1	3/17	6/16	4/9	3/10	6/10
		336	NA	2	10/17	8/16	5/9	7/10	7/10
		347	NA	3	9/17	11/16	6/9	10/10	8/10
		344	NA	3	9/17	12/16	6/9	7/10	8/10
		360	NA	4	17/17	11/16	7/9	9/10	6/10
		320	NA	1	5/17	5/16	4/9	7/10	6/10
		334	NA	2	9/17	11/16	3/9	6/10	6/10
		337	NA	3	10/17	6/16	5/9	9/10	7/10
		313	NA	1	4/17	1/16	4/9	7/10	6/10
		324	NA	2	7/17	5/16	4/9	6/10	8/10
		294	NA	1	3/17	5/16	0/9	5/10	3/10

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- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
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Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		343	NA	3	12/17	9/16	5/9	9/10	7/10
		337	NA	3	8/17	7/16	6/9	8/10	7/10
		344	NA	3	11/17	9/16	8/9	8/10	6/10
		372	NA	5	16/17	13/16	8/9	10/10	8/10
		317	NA	1	6/17	5/16	3/9	9/10	4/10
		332	NA	2	10/17	8/16	5/9	8/10	5/10
		NR	NA						
		376	NA	5	16/17	14/16	9/9	10/10	8/10
		329	NA	2	8/17	9/16	3/9	7/10	6/10
		334	NA	2	10/17	8/16	5/9	7/10	5/10
		349	NA	3	14/17	9/16	6/9	8/10	6/10
		320	NA	1	7/17	9/16	0/9	7/10	6/10
		316	NA	1	7/17	4/16	5/9	7/10	4/10

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- **NR** – Not Reported
- NA – Not Applicable

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School SOMERSET ACADEMY KEY MIDDLE SCHO
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District BROWARD
District ID 06

Student Name	Student ID	Scale Score (274-403)	Passed	Performance Level	Points Earned/Points Possible by Content Area				
				Level 1 (274-321) Level 2 (322-336) Level 3 (337-351) Level 4 (352-365) Level 5 (366-403)	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing	Text-based Writing
Grade 08									
		336	NA	2	7/17	9/16	7/9	7/10	6/10
		333	NA	2	8/17	9/16	4/9	8/10	7/10
		309	NA	1	5/17	4/16	1/9	6/10	6/10
		311	NA	1	4/17	4/16	2/9	8/10	6/10
		321	NA	1	5/17	6/16	3/9	8/10	6/10

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- **NR** – Not Reported
- NA – Not Applicable

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Florida Standards Assessments

Mathematics
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Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		342	4	6/8	12/18	5/8	8/10	9/12
		304	1	4/8	6/18	1/8	5/10	2/12
		345	4	7/8	14/18	6/8	5/10	9/12
		277	1	0/8	2/18	0/8	4/10	1/12
		309	1	5/8	4/18	0/8	4/10	5/12
		318	2	4/8	11/18	0/8	5/10	4/12
		335	3	7/8	11/18	1/8	6/10	9/12
		291	1	2/8	5/18	0/8	2/10	3/12
		337	3	5/8	12/18	3/8	5/10	11/12
		298	1	2/8	3/18	1/8	5/10	3/12
		319	2	6/8	6/18	1/8	6/10	6/12
		336	3	7/8	10/18	5/8	5/10	8/12

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School SOMERSET ACADEMY KEY MIDDLE SCHO
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Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		329	3	7/8	10/18	3/8	4/10	6/12
		325	3	6/8	8/18	0/8	7/10	7/12
		340	4	6/8	13/18	2/8	7/10	10/12
		320	2	4/8	11/18	1/8	5/10	6/12
		339	4	7/8	13/18	5/8	4/10	7/12
		314	2	5/8	7/18	0/8	5/10	5/12
		342	4	7/8	11/18	5/8	7/10	10/12
		334	3	7/8	12/18	1/8	6/10	9/12
		329	3	6/8	11/18	1/8	6/10	8/12
		314	2	4/8	8/18	0/8	4/10	4/12
		295	1	4/8	3/18	0/8	3/10	2/12
		301	1	2/8	6/18	1/8	4/10	4/12

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Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		325	3	6/8	9/18	1/8	6/10	7/12
		331	3	6/8	14/18	1/8	5/10	6/12
		306	1	4/8	5/18	0/8	5/10	4/12
		300	1	2/8	4/18	1/8	5/10	3/12
		327	3	5/8	9/18	3/8	3/10	7/12
		328	3	5/8	12/18	1/8	5/10	6/12
		322	2	3/8	8/18	1/8	3/10	10/12
		303	1	6/8	4/18	0/8	4/10	1/12
		325	3	6/8	9/18	0/8	5/10	8/12
		275	1	1/8	4/18	0/8	2/10	1/12
		325	3	6/8	9/18	1/8	4/10	8/12
		314	2	5/8	7/18	1/8	5/10	4/12

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Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		305	1	3/8	4/18	0/8	4/10	5/12
		321	2	5/8	7/18	3/8	5/10	6/12
		284	1	2/8	3/18	0/8	4/10	1/12
		309	1	6/8	4/18	0/8	5/10	4/12
		312	2	3/8	8/18	1/8	6/10	4/12
		293	1	4/8	2/18	0/8	4/10	2/12
		332	3	5/8	11/18	0/8	8/10	10/12
		304	1	4/8	3/18	0/8	2/10	5/12
		269	1	1/8	1/18	0/8	2/10	2/12
		301	1	5/8	4/18	0/8	4/10	1/12
		320	2	6/8	8/18	2/8	4/10	5/12
		356	5	8/8	16/18	7/8	5/10	11/12

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Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		332	3	4/8	13/18	1/8	5/10	10/12
		323	2	5/8	7/18	1/8	7/10	7/12
		315	2	4/8	7/18	0/8	7/10	5/12
		314	2	4/8	8/18	0/8	5/10	5/12
		285	1	2/8	2/18	0/8	3/10	1/12
		342	4	5/8	14/18	4/8	6/10	11/12
		292	1	3/8	2/18	0/8	5/10	1/12
		307	1	3/8	7/18	1/8	2/10	5/12
		291	1	1/8	3/18	1/8	5/10	2/12
		293	1	3/8	4/18	0/8	4/10	2/12
		338	3	7/8	10/18	3/8	4/10	11/12
		343	4	6/8	16/18	4/8	7/10	9/12

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Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		318	2	5/8	10/18	0/8	2/10	6/12
		316	2	4/8	8/18	1/8	6/10	5/12
		326	3	7/8	9/18	0/8	7/10	6/12
		282	1	2/8	3/18	0/8	3/10	1/12
		316	2	6/8	9/18	0/8	2/10	6/12
		284	1	3/8	1/18	0/8	1/10	3/12
		324	2	6/8	9/18	2/8	4/10	6/12
		263	1	1/8	1/18	0/8	3/10	0/12
		343	4	7/8	14/18	5/8	4/10	8/12
		273	1	1/8	3/18	0/8	5/10	1/12
		329	3	5/8	7/18	2/8	5/10	11/12
		322	2	4/8	7/18	1/8	8/10	8/12

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Grade 06								
		327	3	5/8	9/18	1/8	7/10	7/12
		305	1	5/8	2/18	0/8	2/10	7/12
		320	2	6/8	8/18	0/8	4/10	6/12
		260	1	0/8	1/18	1/8	1/10	0/12
		320	2	4/8	10/18	1/8	3/10	5/12
		313	2	2/8	7/18	0/8	4/10	8/12
		322	2	6/8	9/18	0/8	5/10	7/12
		285	1	2/8	4/18	0/8	0/10	2/12
		306	1	4/8	5/18	0/8	3/10	5/12
		302	1	5/8	4/18	0/8	3/10	2/12
		323	2	6/8	9/18	0/8	8/10	6/12
		333	3	7/8	12/18	1/8	4/10	9/12

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Grade 06								
		316	2	5/8	5/18	0/8	6/10	7/12
		323	2	5/8	8/18	1/8	6/10	7/12
		293	1	2/8	4/18	0/8	3/10	1/12
		327	3	6/8	8/18	0/8	7/10	10/12
		307	1	3/8	5/18	0/8	4/10	5/12
		279	1	3/8	3/18	0/8	1/10	1/12
		321	2	5/8	9/18	1/8	4/10	7/12
		317	2	5/8	6/18	2/8	3/10	7/12
		315	2	5/8	8/18	0/8	4/10	5/12
		304	1	5/8	6/18	1/8	3/10	3/12
		328	3	7/8	9/18	3/8	5/10	7/12
		329	3	4/8	12/18	1/8	4/10	9/12

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Grade 06								
		343	4	8/8	15/18	2/8	6/10	9/12
		293	1	3/8	3/18	0/8	3/10	2/12
		333	3	5/8	13/18	3/8	5/10	7/12
		295	1	4/8	5/18	0/8	4/10	1/12
		302	1	4/8	6/18	0/8	4/10	2/12
		323	2	5/8	7/18	1/8	7/10	7/12
		260	1	1/8	1/18	0/8	0/10	0/12
		290	1	4/8	4/18	0/8	3/10	1/12
		300	1	3/8	3/18	1/8	4/10	3/12
		317	2	5/8	8/18	0/8	5/10	6/12
		333	3	6/8	11/18	3/8	7/10	7/12
		332	3	5/8	12/18	1/8	7/10	8/12

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Student Name	Student ID	Scale Score (260-390)	Performance Level Level 1 (260-309) Level 2 (310-324) Level 3 (325-338) Level 4 (339-355) Level 5 (356-390)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 06								
		321	2	6/8	9/18	0/8	6/10	6/12
		327	3	7/8	7/18	3/8	6/10	6/12
		263	1	1/8	2/18	0/8	0/10	1/12
		314	2	5/8	3/18	1/8	6/10	6/12
		325	3	5/8	10/18	1/8	4/10	8/12
		306	1	6/8	7/18	0/8	4/10	1/12
		311	2	3/8	6/18	1/8	3/10	7/12
		320	2	5/8	9/18	0/8	3/10	8/12
		316	2	7/8	7/18	1/8	4/10	4/12
		364	5	8/8	16/18	7/8	8/10	12/12
		296	1	3/8	2/18	0/8	4/10	2/12
		302	1	4/8	7/18	0/8	1/10	2/12

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Grade 06								
		322	2	4/8	10/18	1/8	4/10	6/12
		333	3	7/8	12/18	0/8	6/10	9/12
		345	4	8/8	14/18	3/8	7/10	10/12
		324	2	6/8	11/18	4/8	3/10	3/12
		317	2	6/8	9/18	0/8	5/10	3/12
		308	1	5/8	2/18	1/8	5/10	5/12
		302	1	4/8	2/18	0/8	5/10	3/12
		290	1	4/8	3/18	0/8	3/10	0/12
		324	2	6/8	9/18	1/8	4/10	8/12
		326	3	6/8	9/18	2/8	6/10	6/12
		293	1	4/8	1/18	0/8	4/10	2/12
		337	3	7/8	12/18	1/8	6/10	10/12

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Grade 06								
		328	3	6/8	8/18	3/8	4/10	10/12
		352	4	8/8	15/18	5/8	7/10	12/12
		346	4	6/8	17/18	4/8	5/10	8/12
		326	3	5/8	11/18	1/8	4/10	8/12
		319	2	5/8	9/18	0/8	6/10	5/12
		323	2	5/8	8/18	3/8	6/10	5/12
		324	2	7/8	8/18	0/8	6/10	7/12
		330	3	6/8	13/18	0/8	5/10	8/12
		311	2	5/8	9/18	0/8	4/10	3/12
		324	2	5/8	8/18	2/8	5/10	7/12
		332	3	7/8	11/18	2/8	7/10	7/12
		299	1	3/8	4/18	0/8	5/10	3/12

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Grade 06								
		334	3	5/8	9/18	6/8	4/10	8/12
		329	3	5/8	10/18	0/8	6/10	10/12
		312	2	6/8	6/18	0/8	2/10	6/12
		319	2	6/8	6/18	1/8	2/10	9/12
		326	3	5/8	9/18	3/8	8/10	5/12

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Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		329	2	6/14	2/12	3/13	4/9	6/8
		301	1	1/14	3/12	0/13	3/9	2/8
		316	2	1/14	4/12	3/13	4/9	2/8
		337	3	4/14	10/12	3/13	4/9	7/8
		313	1	4/14	0/12	2/13	3/9	1/8
		324	2	0/14	3/12	6/13	5/9	4/8
		354	4	14/14	9/12	2/13	8/9	7/8
		332	3	5/14	4/12	3/13	3/9	7/8
		327	2	5/14	5/12	3/13	2/9	4/8
		NR2						
		300	1	1/14	4/12	0/13	2/9	1/8
		316	2	1/14	4/12	1/13	1/9	5/8

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Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		329	2	6/14	2/12	1/13	5/9	6/8
		NR2						
		322	2	3/14	3/12	3/13	6/9	4/8
		305	1	0/14	1/12	3/13	3/9	1/8
		327	2	7/14	4/12	3/13	4/9	1/8
		329	2	6/14	3/12	4/13	4/9	4/8
		314	1	1/14	4/12	1/13	3/9	2/8
		306	1	0/14	1/12	5/13	3/9	1/8
		316	2	4/14	3/12	2/13	0/9	2/8
		327	2	5/14	2/12	3/13	4/9	4/8
		331	3	5/14	5/12	3/13	5/9	5/8
		356	4	14/14	8/12	6/13	8/9	6/8

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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		351	4	10/14	9/12	8/13	7/9	6/8
		334	3	6/14	4/12	3/13	5/9	6/8
		323	2	1/14	4/12	3/13	4/9	5/8
		322	2	0/14	6/12	5/13	3/9	3/8
		317	2	3/14	1/12	3/13	3/9	4/8
		300	1	0/14	2/12	2/13	0/9	3/8
		301	1	2/14	2/12	0/13	3/9	1/8
		292	1	1/14	1/12	1/13	3/9	1/8
		324	2	4/14	6/12	5/13	3/9	1/8
		346	4	10/14	5/12	9/13	6/9	5/8
		342	3	7/14	6/12	6/13	5/9	7/8
		294	1	0/14	1/12	1/13	3/9	1/8

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR5** = Below-Grade Tester **NR7** = FDOE Hold
  NR3 = Marked Do Not Score **NR6** = Duplicated Record **NR8** = Caveon Invalidated

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Florida Standards Assessments

Mathematics
School Report of Students
Spring 2017

School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		321	2	3/14	1/12	3/13	2/9	4/8
		338	3	6/14	6/12	5/13	5/9	6/8
		315	1	2/14	2/12	1/13	4/9	3/8
		335	3	7/14	6/12	3/13	3/9	5/8
		344	3	10/14	7/12	3/13	7/9	6/8
		358	4	12/14	9/12	7/13	8/9	6/8
		341	3	6/14	8/12	6/13	4/9	6/8
		322	2	0/14	5/12	4/13	3/9	4/8
		315	1	0/14	4/12	6/13	4/9	1/8
		280	1	0/14	2/12	0/13	3/9	1/8
		318	2	2/14	3/12	2/13	5/9	3/8
		357	4	14/14	8/12	7/13	8/9	6/8

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Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		318	2	2/14	2/12	3/13	4/9	3/8
		323	2	3/14	3/12	3/13	4/9	4/8
		344	3	9/14	9/12	3/13	4/9	7/8
		311	1	2/14	1/12	4/13	3/9	3/8
		351	4	9/14	9/12	5/13	7/9	8/8
		344	3	7/14	6/12	8/13	7/9	6/8
		325	2	3/14	6/12	2/13	4/9	5/8
		326	2	2/14	8/12	2/13	3/9	2/8
		300	1	0/14	1/12	3/13	3/9	2/8
		280	1	1/14	1/12	0/13	2/9	1/8
		316	2	2/14	2/12	4/13	3/9	2/8
		348	4	10/14	7/12	5/13	7/9	6/8

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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School SOMERSET ACADEMY KEY MIDDLE SCHO
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Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
		295	1	0/14	2/12	0/13	2/9	1/8
		337	3	8/14	7/12	2/13	6/9	4/8
		318	2	0/14	6/12	2/13	3/9	4/8
		322	2	4/14	3/12	4/13	5/9	1/8
		302	1	1/14	1/12	1/13	1/9	2/8
		327	2	2/14	4/12	5/13	7/9	4/8
		346	4	8/14	9/12	5/13	6/9	7/8
		320	2	1/14	4/12	2/13	4/9	4/8
		332	3	6/14	1/12	3/13	5/9	6/8
		307	1	1/14	4/12	0/13	2/9	2/8
		318	2	2/14	2/12	1/13	3/9	5/8
		324	2	4/14	3/12	3/13	4/9	3/8

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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District ID 06

Student Name	Student ID	Scale Score (269-391)	Performance Level Level 1 (269-315) Level 2 (316-329) Level 3 (330-345) Level 4 (346-359) Level 5 (360-391)	Points Earned/Points Possible by Content Area Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
Grade 07								
	12	312	1	1/14	4/12	1/13	3/9	3/8
	85	289	1	3/14	1/12	1/13	1/9	0/8
	69	321	2	2/14	1/12	2/13	6/9	5/8
	59	324	2	4/14	4/12	1/13	4/9	5/8
	01	323	2	4/14	5/12	4/13	4/9	3/8
	84	340	3	8/14	6/12	5/13	6/9	6/8
	18	296	1	0/14	3/12	3/13	1/9	0/8
	43	337	3	6/14	4/12	2/13	8/9	5/8
	03	335	3	7/14	5/12	4/13	5/9	4/8
	69	342	3	7/14	6/12	6/13	5/9	7/8
	36	319	2	0/14	5/12	4/13	4/9	4/8
		288	1	1/14	1/12	2/13	1/9	1/8

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
District BROWARD
District ID 06

Student Name	Student ID	Scale Score (273-393)	Performance Level Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393)	Points Earned/Points Possible by Content Area Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
		316	1	4/18	2/14	4/15	4/11
		342	3	8/18	10/14	4/15	5/11
		342	3	6/18	6/14	10/15	5/11
		312	1	6/18	2/14	2/15	5/11
		372	5	13/18	11/14	11/15	10/11
		321	1	4/18	3/14	4/15	6/11
		342	3	9/18	5/14	7/15	7/11
		357	4	11/18	10/14	7/15	8/11
		332	2	6/18	3/14	6/15	6/11
		321	1	5/18	2/14	4/15	5/11
		320	1	4/18	3/14	5/15	5/11
		329	2	4/18	4/14	6/15	6/11

- Points earned by content area should not be compared across administrations.
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Student Name	Student ID	Scale Score (273-393)	Performance Level Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393)	Points Earned/Points Possible by Content Area Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
		324	2	6/18	4/14	3/15	6/11
		273	1	2/18	3/14	0/15	0/11
		359	4	10/18	7/14	11/15	10/11
		325	2	6/18	5/14	3/15	6/11
		295	1	2/18	3/14	2/15	4/11
		304	1	2/18	0/14	3/15	5/11
		349	3	9/18	8/14	7/15	6/11
		341	3	11/18	1/14	6/15	8/11
		331	2	5/18	4/14	4/15	6/11
		308	1	4/18	3/14	2/15	5/11
		301	1	2/18	1/14	2/15	4/11
		312	1	4/18	3/14	2/15	3/11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR5** = Below-Grade Tester **NR7** = FDOE Hold
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Student Name	Student ID	Scale Score (273-393)	Performance Level Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393)	Points Earned/Points Possible by Content Area Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
		304	1	3/18	0/14	4/15	3/11
		335	2	8/18	5/14	5/15	5/11
		315	1	5/18	3/14	2/15	4/11
		331	2	6/18	4/14	5/15	6/11
		305	1	2/18	2/14	3/15	3/11
		311	1	3/18	2/14	2/15	5/11
		327	2	7/18	2/14	2/15	7/11
		336	2	6/18	5/14	2/15	9/11
		338	3	6/18	6/14	6/15	7/11
		290	1	3/18	1/14	0/15	3/11
		344	3	9/18	6/14	8/15	7/11
		315	1	5/18	5/14	3/15	4/11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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Student Name	Student ID	Scale Score (273-393)	Performance Level Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393)	Points Earned/Points Possible by Content Area Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
		303	1	3/18	4/14	0/15	5/11
		289	1	2/18	2/14	2/15	2/11
		348	3	11/18	8/14	4/15	8/11
		329	2	7/18	4/14	5/15	5/11
		326	2	8/18	5/14	3/15	3/11
		344	3	8/18	7/14	5/15	8/11
		348	3	8/18	7/14	7/15	6/11
		363	4	12/18	11/14	9/15	8/11
		302	1	4/18	2/14	1/15	4/11
		340	3	8/18	6/14	7/15	6/11
		339	3	10/18	4/14	5/15	7/11
		273	1	3/18	0/14	1/15	2/11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR5** = Below-Grade Tester **NR7** = FDOE Hold
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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
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Student Name	Student ID	Scale Score (273-393)	Performance Level Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393)	Points Earned/Points Possible by Content Area Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
		318	1	2/18	5/14	3/15	5/11
		362	4	10/18	9/14	12/15	9/11
		355	4	9/18	11/14	9/15	6/11
		336	2	7/18	9/14	3/15	4/11
		332	2	6/18	3/14	6/15	6/11
		342	3	8/18	5/14	8/15	5/11
		315	1	2/18	5/14	4/15	3/11
		300	1	3/18	3/14	0/15	3/11
		310	1	2/18	5/14	2/15	4/11
		336	2	7/18	6/14	5/15	6/11
		308	1	6/18	4/14	1/15	4/11
		348	3	5/18	10/14	5/15	9/11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
  NR2 = Did Not Meet Attemptedness Criteria **NR5** = Below-Grade Tester **NR7** = FDOE Hold
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Mathematics
School Report of Students
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School SOMERSET ACADEMY KEY MIDDLE SCHO
School ID 5413
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District ID 06

Student Name	Student ID	Scale Score (273-393)	Performance Level (Level 1 (273-321) Level 2 (322-336) Level 3 (337-352) Level 4 (353-364) Level 5 (365-393))	Points Earned/Points Possible by Content Area: Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System
Grade 08							
		352	3	11/18	6/14	7/15	10/11
		330	2	7/18	5/14	5/15	6/11
		327	2	5/18	4/14	3/15	7/11
		303	1	4/18	2/14	2/15	2/11
		321	1	3/18	2/14	4/15	6/11
		295	1	2/18	3/14	3/15	2/11
		323	2	4/18	7/14	2/15	5/11
		320	1	6/18	2/14	3/15	6/11
		349	3	8/18	7/14	8/15	7/11

- Points earned by content area should not be compared across administrations.
- Not Reported (NR) codes:
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Educational Performance Appendix

Appendix C

State AYP/AMO

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2013-14

Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.
(2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.
(3) AMOs for 2018 are calculated only for subgroups that did not have baseline data for 2010-11.
(4) AMOs for 2019 are calculated only for subgroups that did not have baseline data for 2010-11 or 2011-2012.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title I Status	Alternative School Status	Region	Subgroup	Preliminary School Grade 2014	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Qualifying in Reading	Met Target AMO Reading	Gap Reduction - Reading	Improving - Reading	Maintaining - Reading	Declining - Reading	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Qualifying in Math	Target AMO Math	Met Target in Math	Gap Reduction - Math	Improving - Math	Maintaining or Declining - Math	Declining - Math	Learning Gains Points for Low 25% Reading 2012-13 (School & District)	Learning Gains Points for Low 25% Reading 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)	Learning Gains Points for Low 25% Math, 2012-13 (School & District)	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)	Graduation Rate, 2012	Graduation Rate, 2013	Graduation Rate Target Met?	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Improvement	Target AMO Reading - 2015	Target AMO Reading - 2016	Target AMO Reading - 2017	Target AMO Reading - 2018 (if applicable)	Target AMO Reading - 2019 (if applicable)	Target AMO Math - 2015	Target AMO Math - 2016	Target AMO Math - 2017	Target AMO Math - 2018 (if applicable)	Target AMO Math - 2019 (if applicable)
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	02	YES	YES	N	5	ALL STUDENTS	B	100				55	N		NA	NA	NA	NA	NA	100				50	N		NA	NA	NA	NA	NA		75	Y		77	Y			NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						AMERICAN INDIAN							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						ASIAN							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						BLACK/AFRICAN AMERICAN		100				62	N		NA	NA	NA	NA	NA	100				46	N		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						HISPANIC							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						WHITE							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						ENGLISH LANGUAGE LEARNERS							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						STUDENTS WITH DISABILITIES							NA		NA	NA	NA	NA	NA						NA		NA	NA	NA	NA	NA									NA			NA										
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						ECONOMICALLY DISADVANTAGED		100				52	N		NA	NA	NA	NA	NA	100				48	N		NA	NA	NA	NA	NA									NA			NA										

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2014-15

Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.
(2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title I Status	Alternative School Status	Region	Subgroup	Preliminary School Grade 2015	Percent Tested English Language Arts (ELA)	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	E.L.A. % Scoring Satisfactory 2015	Percent Tested Mathematics	Mathematics % Scoring Satisfactory 2011	Mathematics % Scoring Satisfactory 2012	Mathematics % Scoring Satisfactory 2013	Mathematics % Scoring Satisfactory 2014	Mathematics % Scoring Satisfactory 2015	Graduation Rate, 2013	Graduation Rate, 2014
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	02	YES	YES	N	5	ALL STUDENTS	F	100				55	14	100				50	29		
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						ASIAN															
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						BLACK/AFRICAN AMERICAN		100				62	10	100				46	10		
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						HISPANIC		100						100							
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						WHITE															
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						ENGLISH LANGUAGE LEARNERS															
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						STUDENTS WITH DISABILITIES															
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)						ECONOMICALLY DISADVANTAGED		100				52	6	100				48	18		

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts and the State, 2015-16

Notes: (1) Data are blank (not reported) for cells in which there are fewer than 10 students in the calculation.
(2) For percent scoring satisfactory or higher in reading and mathematics, subgroup data are suppressed (***) when results are less than 5%.

District Number	District Name	School Number	School Name	School Type	Charter School Status	Title I Status	Alternative/School Choice	Region	All Students	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged	American Indian	Asian	Black/African American	Hispanic	White	English Language Learners	Students with Disabilities	Economically Disadvantaged
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	02	YES	YES	N	5	100			100				100	39							33	100			100				100	22							20

Educational Performance Appendix

Appendix D
EOC



Spring 2017 Civics End-of-Course Assessment
Next Generation Sunshine State Standards
State Report of Schools
All Grades



Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

							Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage Level 3 or Above	1	2	3	4	5
06	BROWARD	0021	POMPANO BEACH MIDDLE SCHOOL	341	394	54	19	27	30	15	9
06	BROWARD	0911	DEERFIELD BEACH MIDDLE SCHOOL	358	395	49	27	23	22	9	19
06	BROWARD	1871	CRYSTAL LAKE MIDDLE SCHOOL	412	391	43	32	25	16	10	17
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	93	397	59	18	23	28	20	11



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							Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage Level 3 or Above	1	2	3	4	5
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	93	397	59	18	23	28	20	11

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

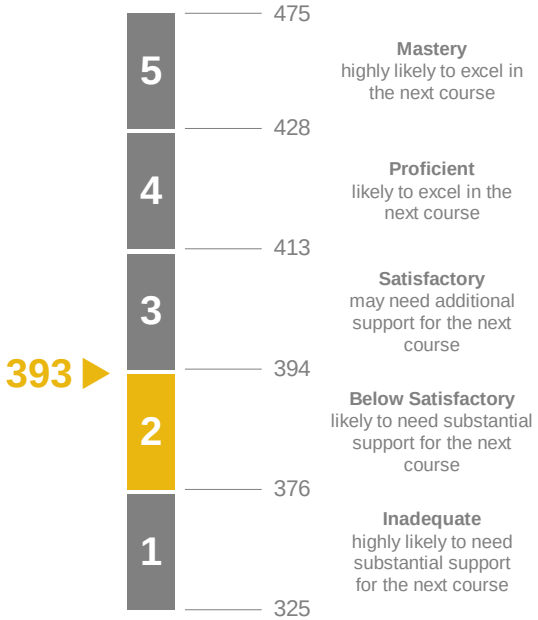
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	11	12	7
Roles, Rights, and Responsibilities of Citizens	2	12	7
Government Policies and Political Processes	3	12	6
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

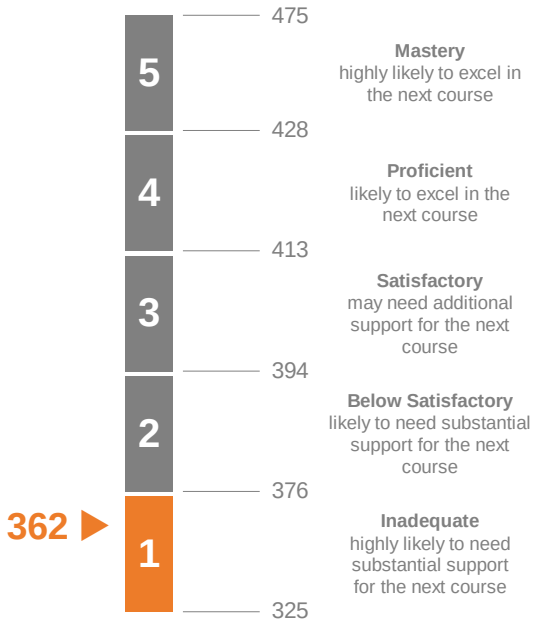
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	1	12	8
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

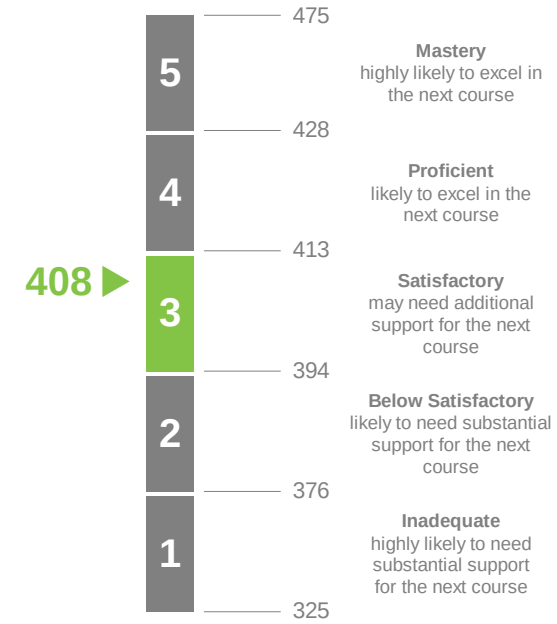
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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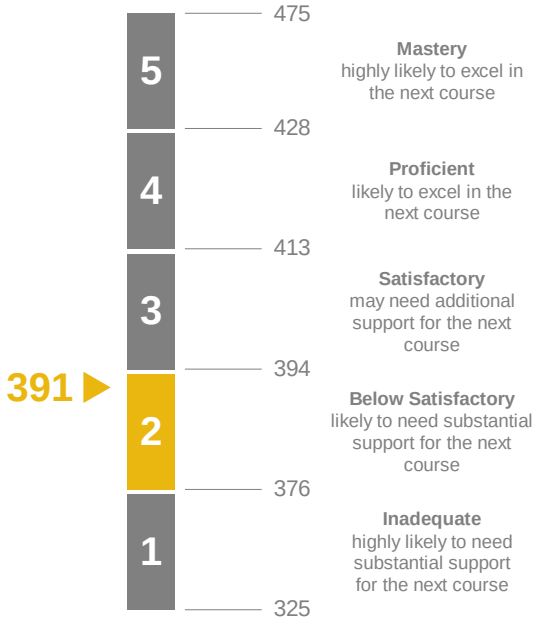
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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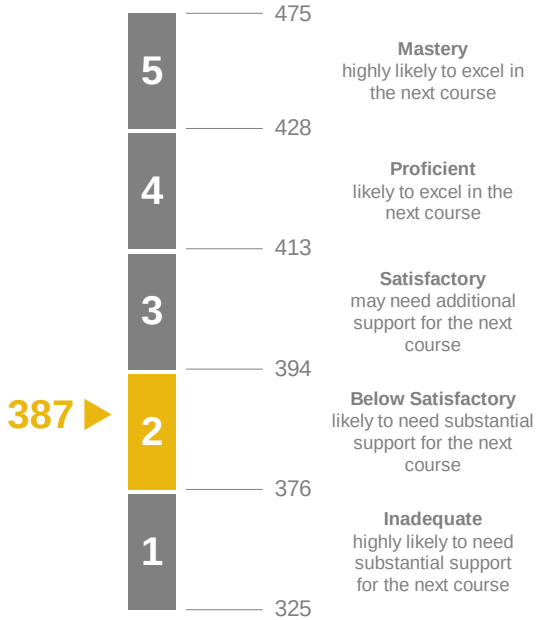
PERFORMANCE LEVEL



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Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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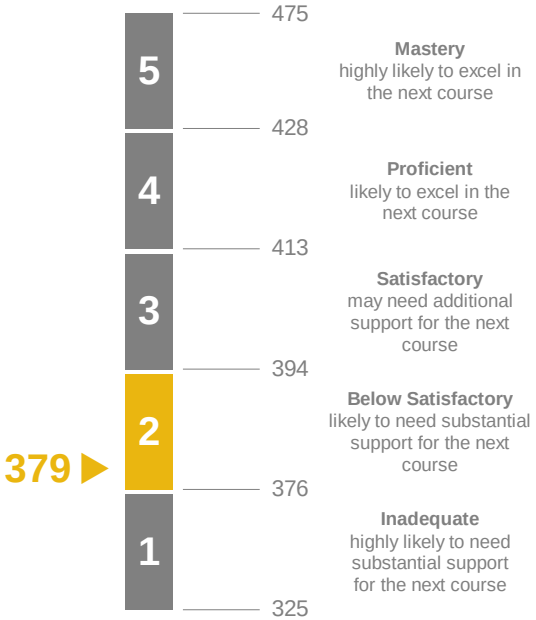
PERFORMANCE LEVEL



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YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	2	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	3	12	6

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Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

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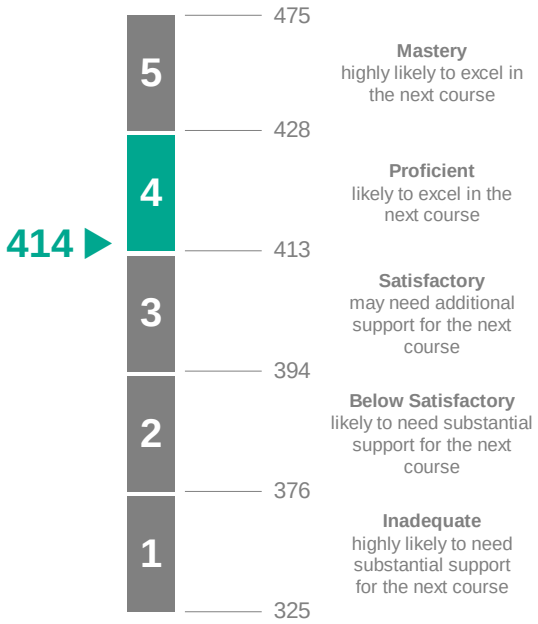
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	8
Government Policies and Political Processes	5	12	7
Organizations and Functions of Government	8	12	6

Your Student's Performance Compared

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Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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Your Student's Performance on Civics NGSSS End-of-Course Assessment

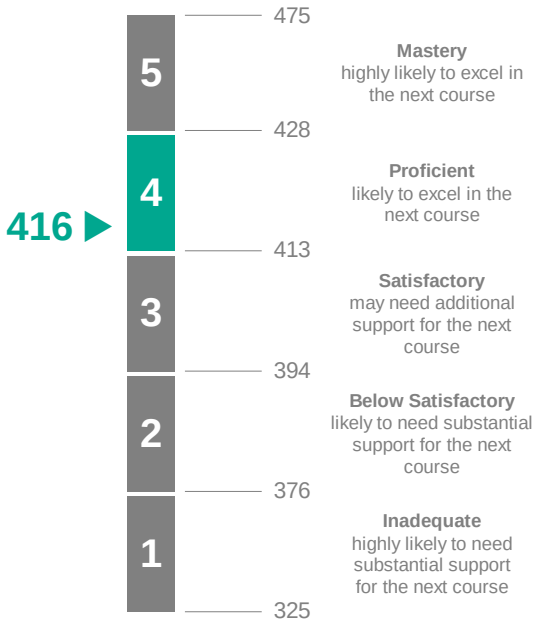
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	8	12	6
Organizations and Functions of Government	7	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

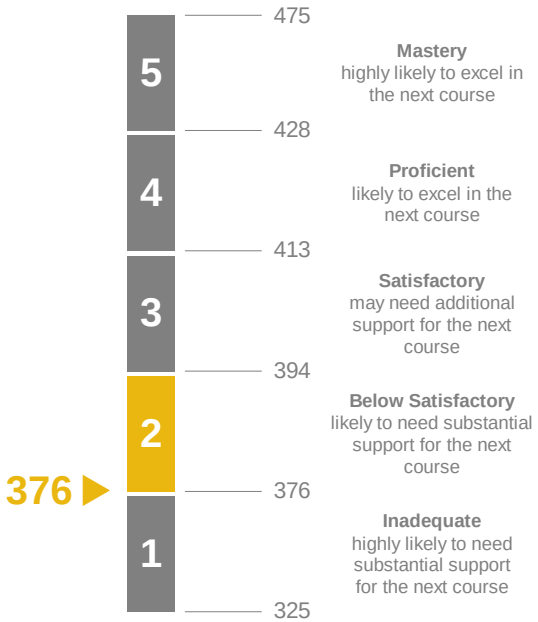
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	2	12	7
Government Policies and Political Processes	2	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

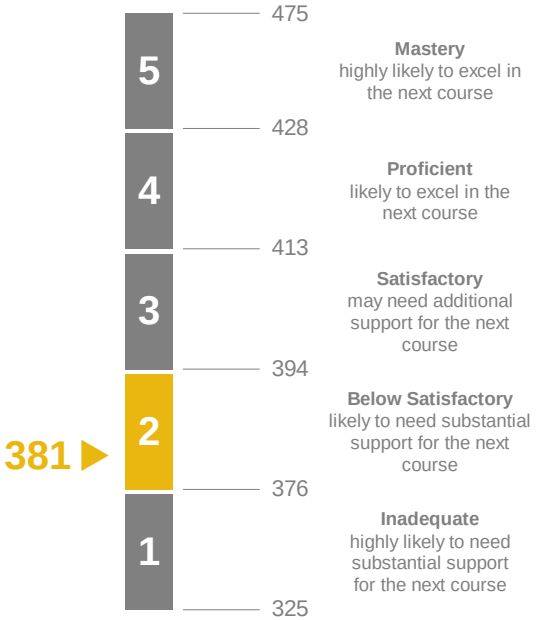
PERFORMANCE LEVEL



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Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	2	12	6
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

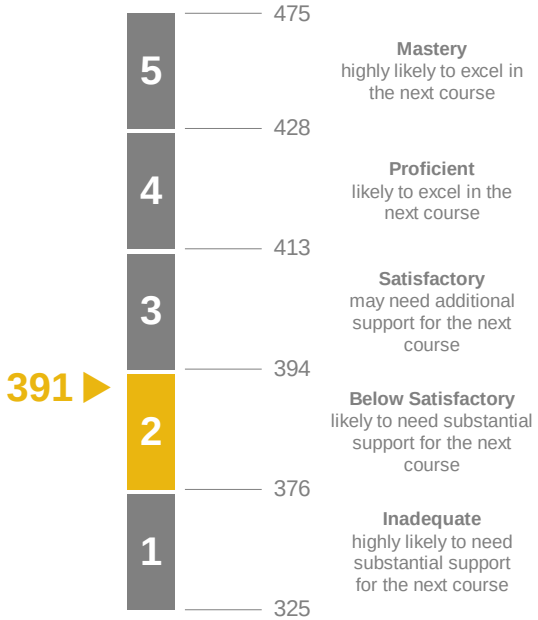
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	8
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

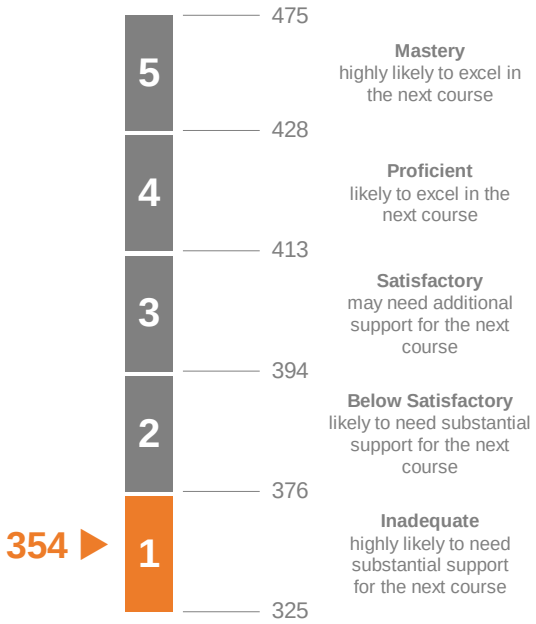
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	0	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	8
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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	School	District	State
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Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

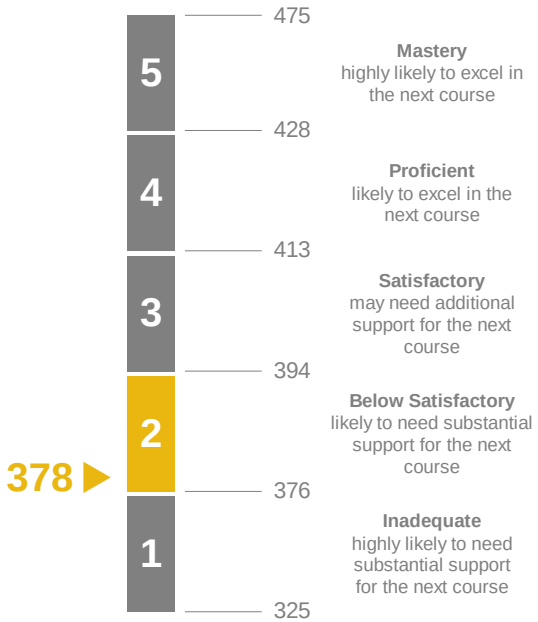
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	3	12	6
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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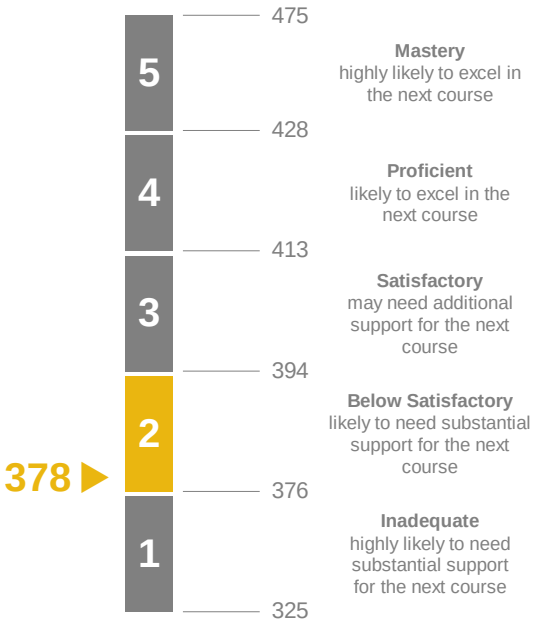
PERFORMANCE LEVEL



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Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	1	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

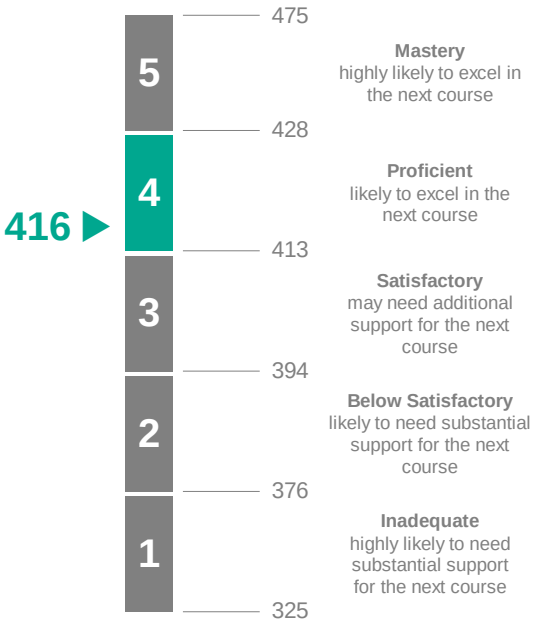
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	7
Government Policies and Political Processes	9	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

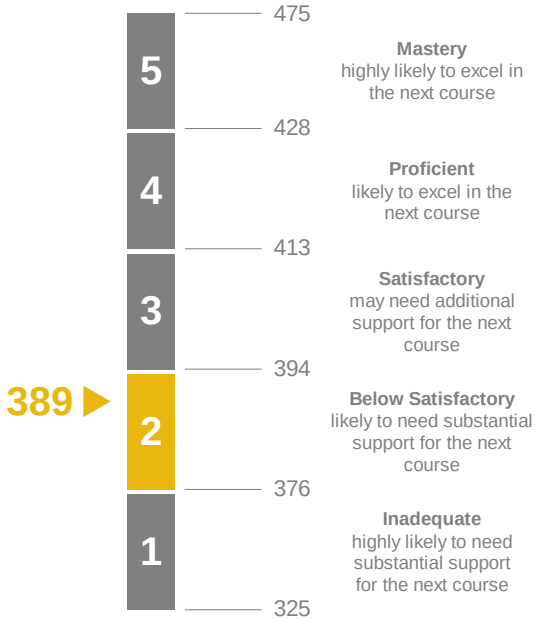
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	2	12	6
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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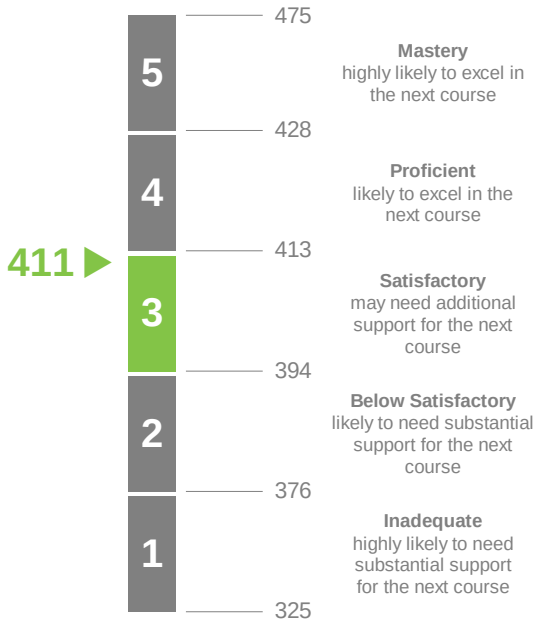
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	9	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
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Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

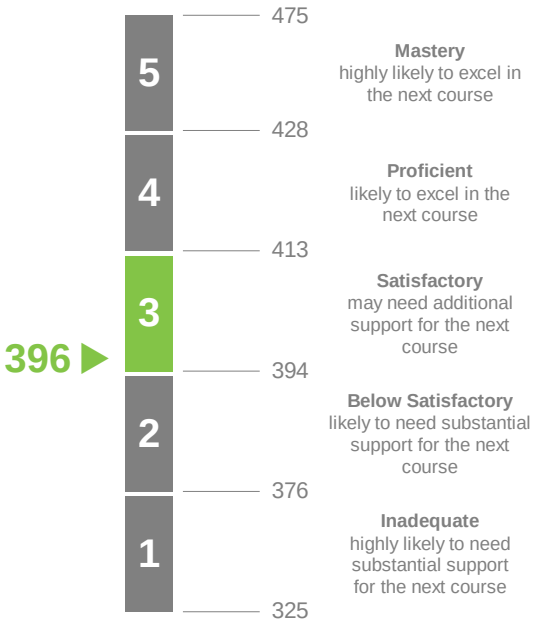
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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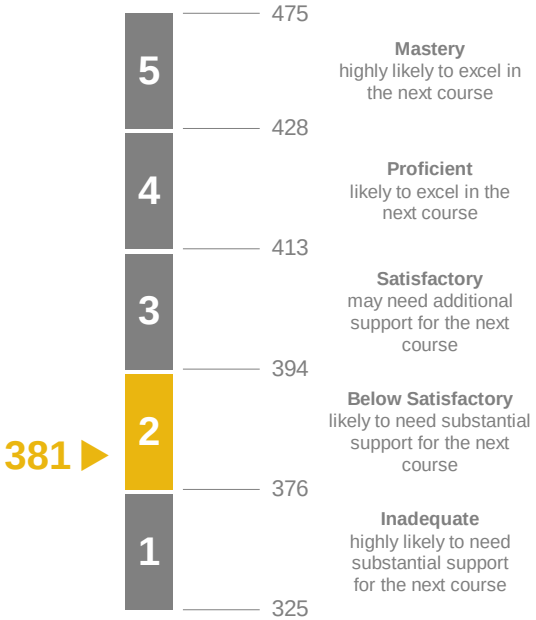
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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	School	District	State
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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

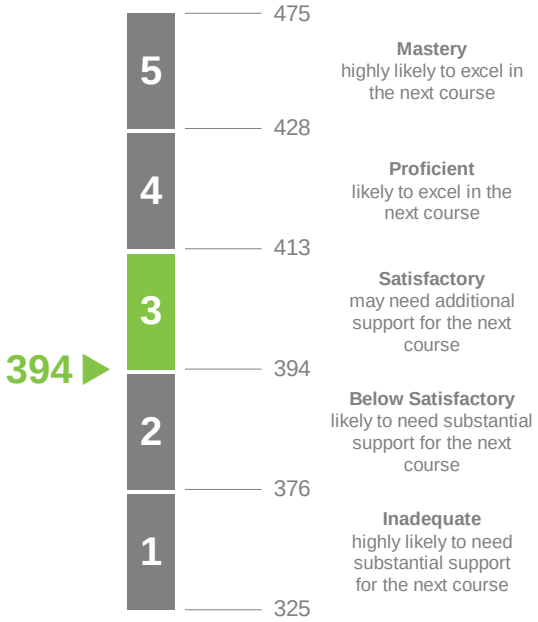
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

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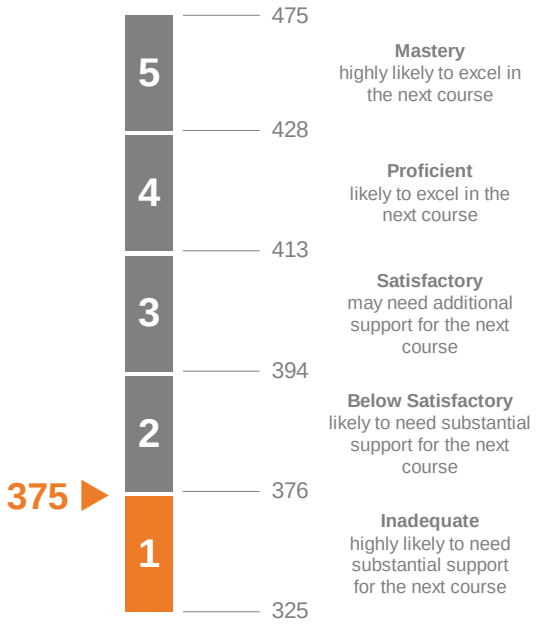
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

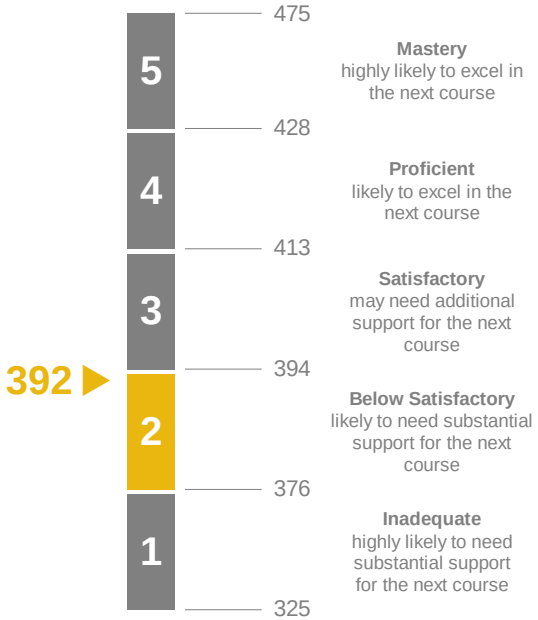
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	8
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

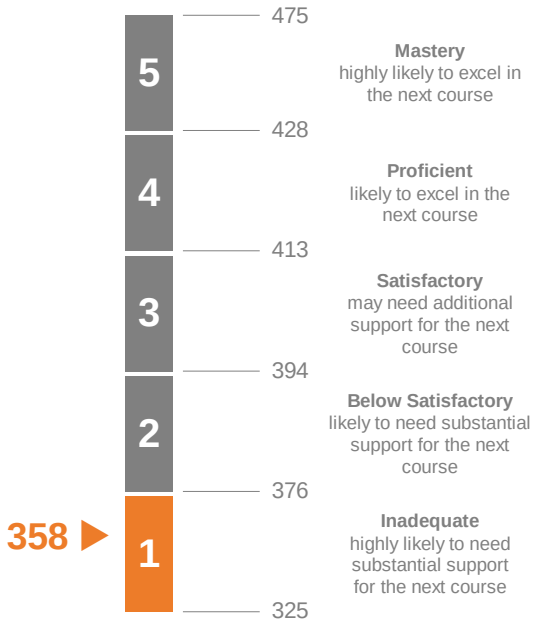
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	8
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

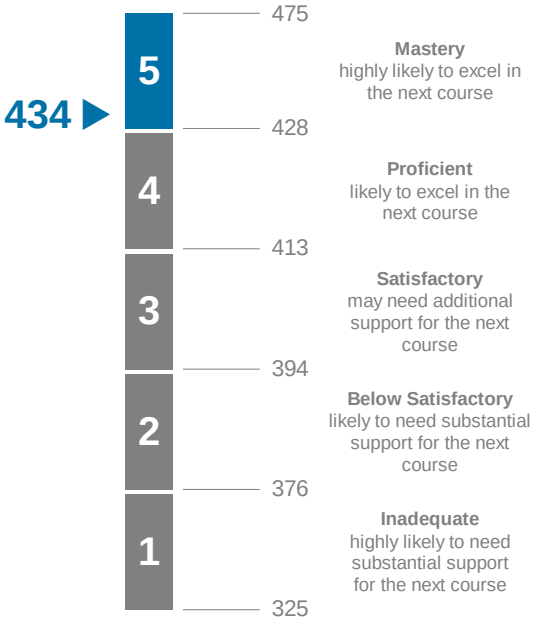
Performance Level



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	8
Government Policies and Political Processes	10	12	7
Organizations and Functions of Government	10	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

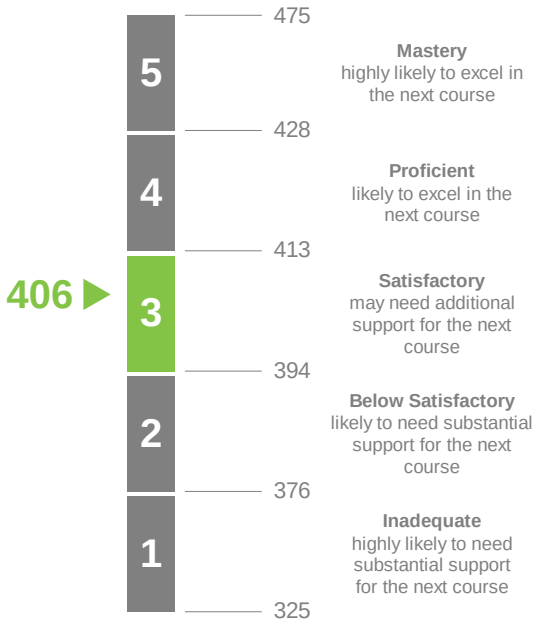
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

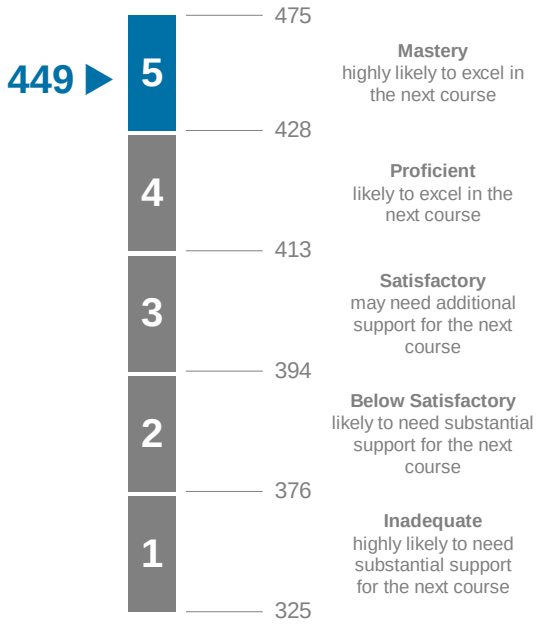
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	12	12	8
Government Policies and Political Processes	11	12	7
Organizations and Functions of Government	10	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

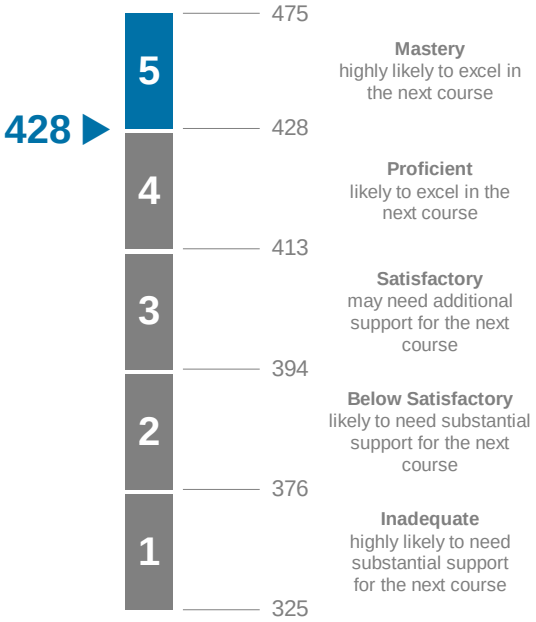
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	11	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	7
Government Policies and Political Processes	9	12	6
Organizations and Functions of Government	9	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

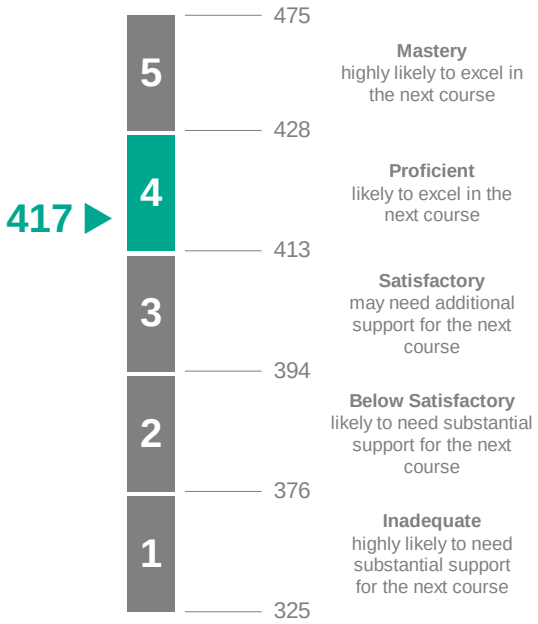
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	9	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	7
Government Policies and Political Processes	4	12	6
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

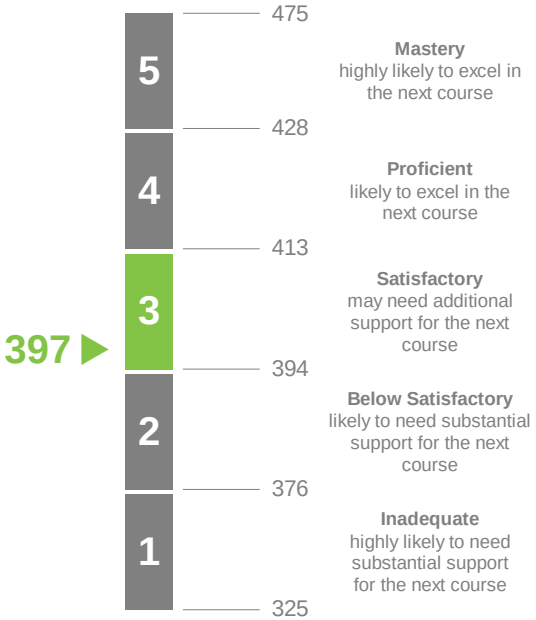
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

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Your Student's Performance on Civics NGSSS End-of-Course Assessment

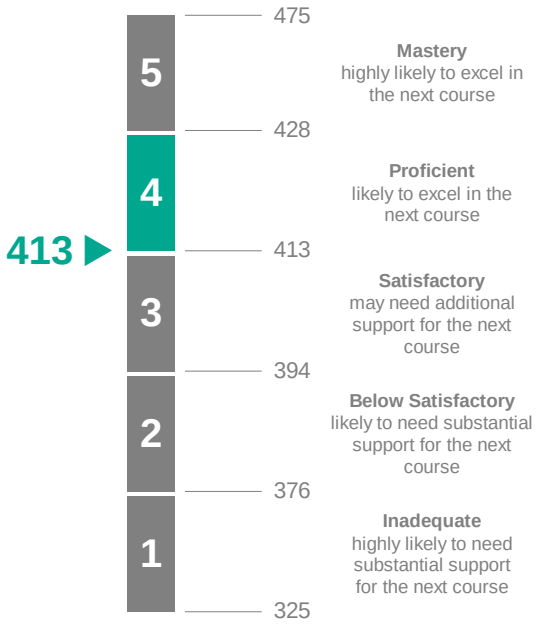
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	8	12	7
Organizations and Functions of Government	8	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

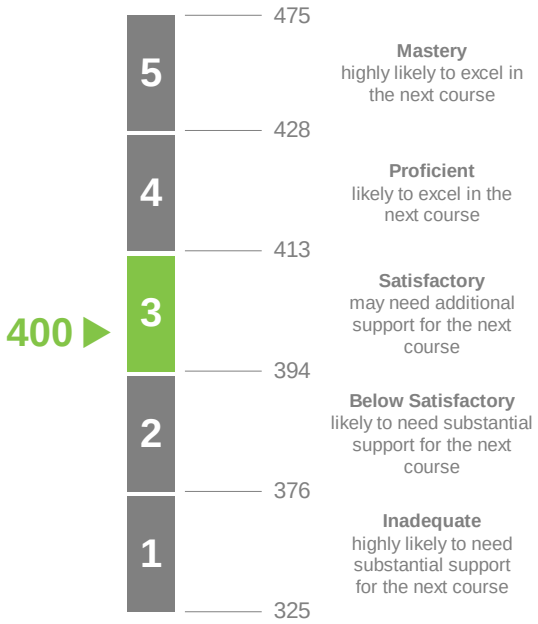
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	8
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

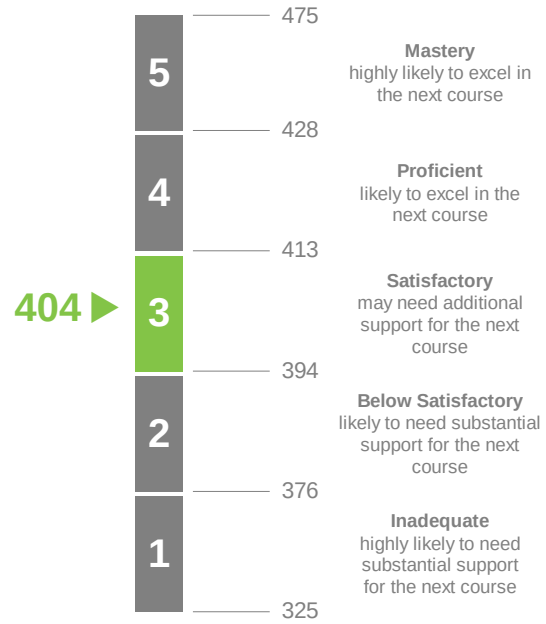
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

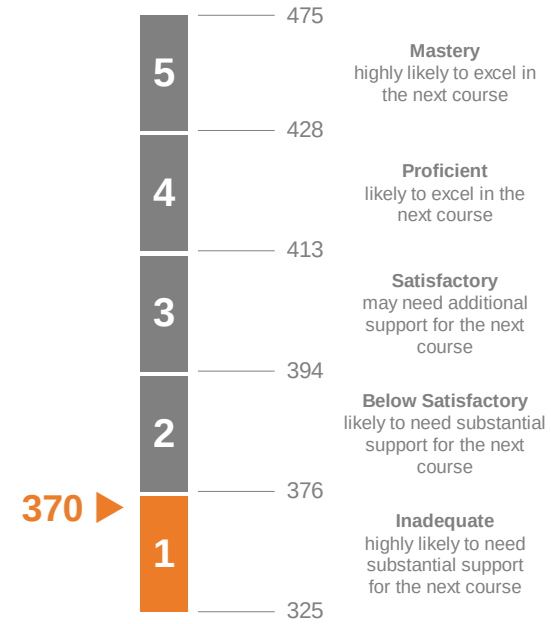
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	1	12	7
Government Policies and Political Processes	5	12	6
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

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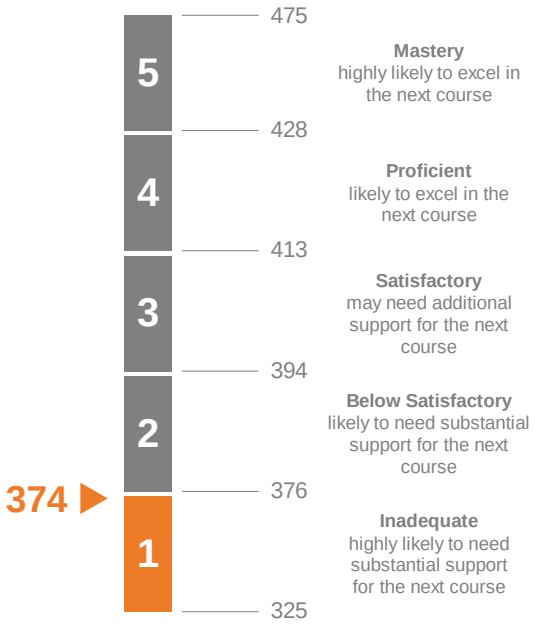
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

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Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	2	12	7
Government Policies and Political Processes	5	12	6
Organizations and Functions of Government	4	12	6

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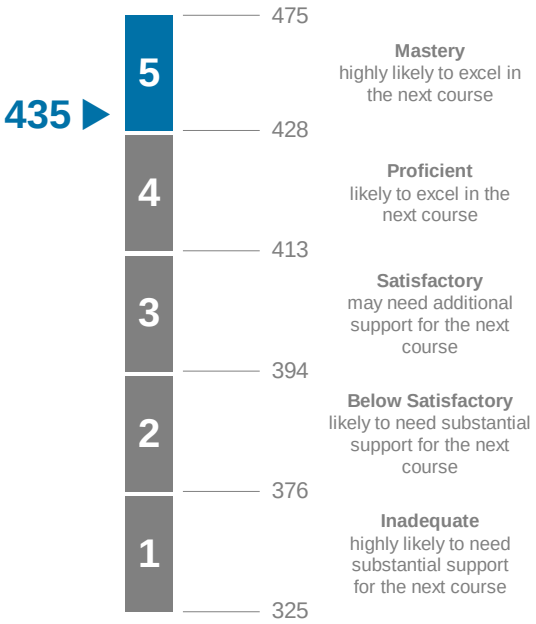
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	11	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	7
Government Policies and Political Processes	8	12	6
Organizations and Functions of Government	10	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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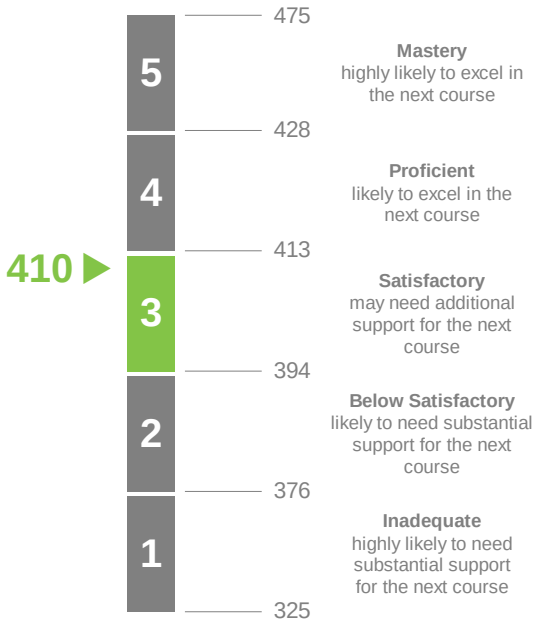
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	8
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

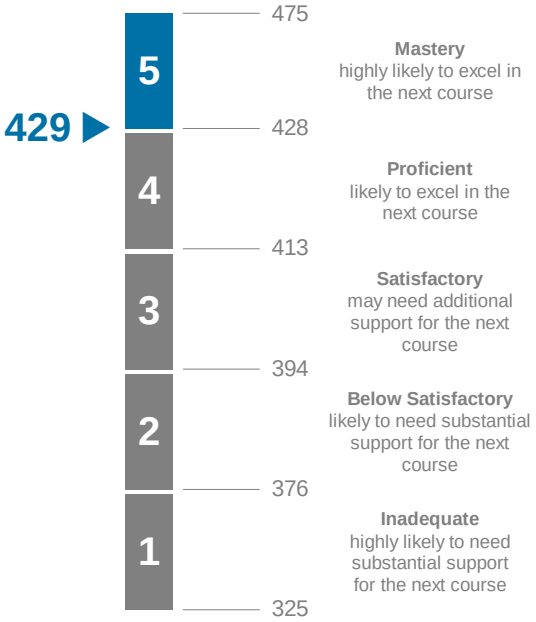
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	7
Government Policies and Political Processes	11	12	6
Organizations and Functions of Government	9	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

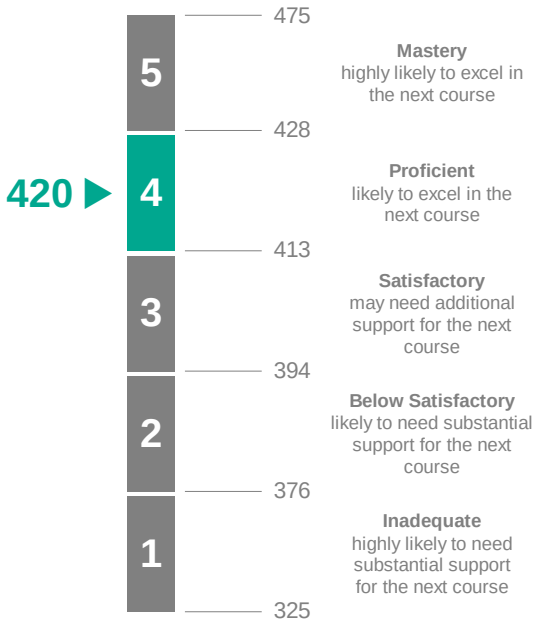
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	5	12	6
Organizations and Functions of Government	9	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

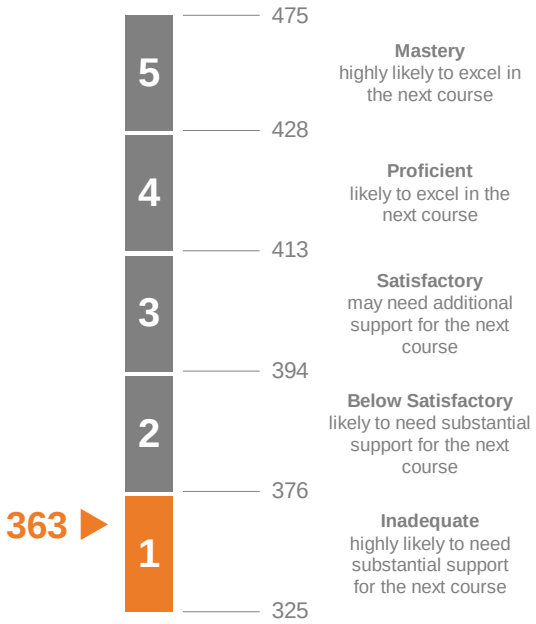
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	2	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	7
Government Policies and Political Processes	2	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

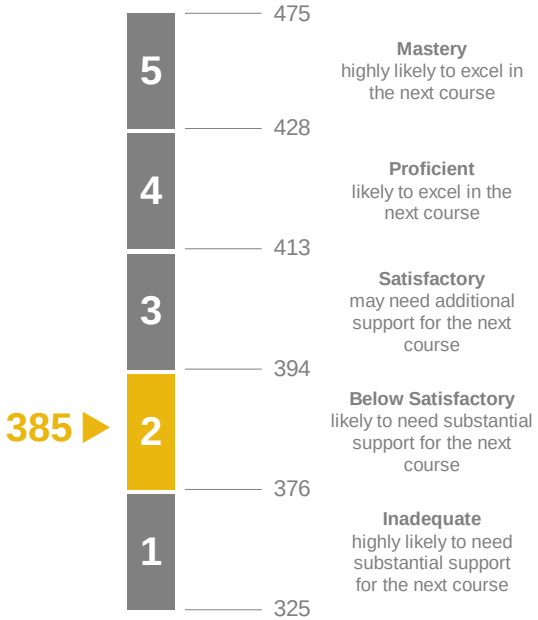
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

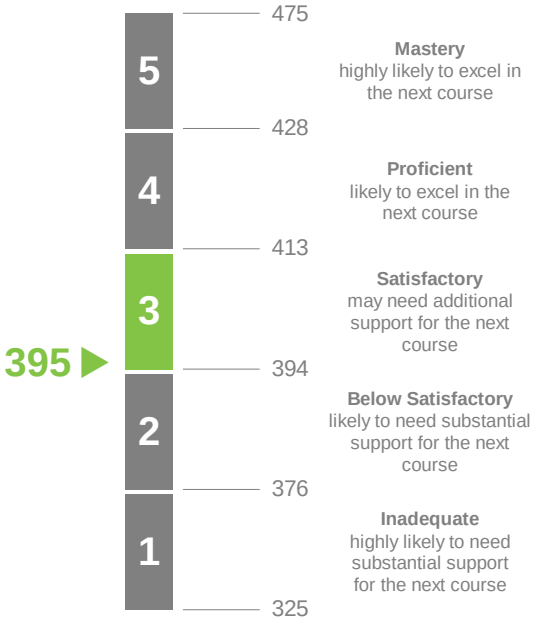
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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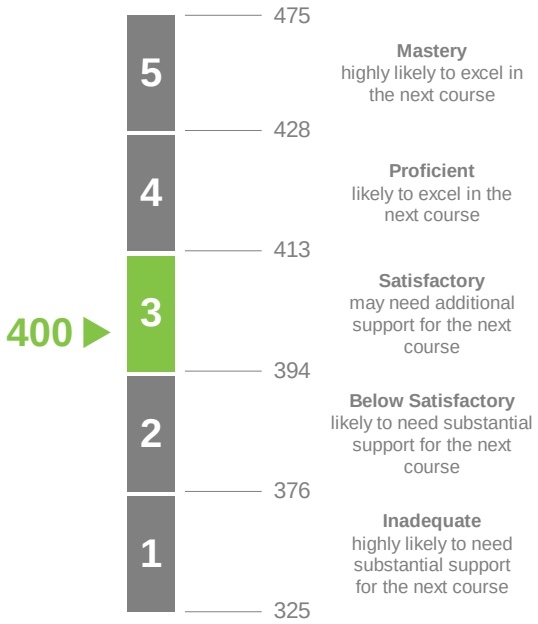
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	7
Government Policies and Political Processes	5	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

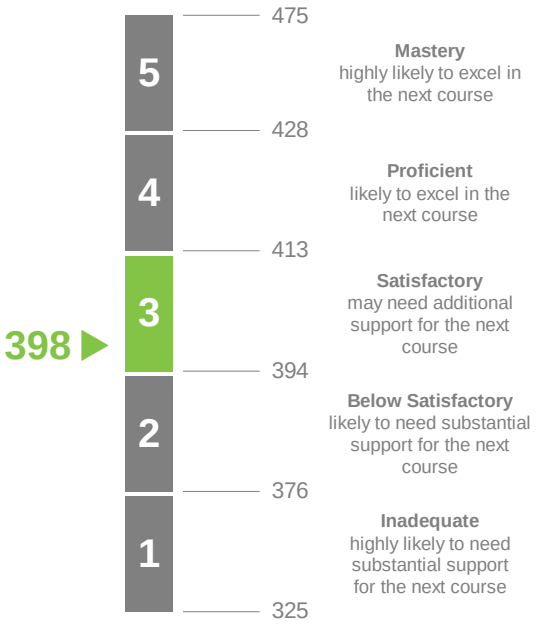
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	9	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	4	12	6
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
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Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

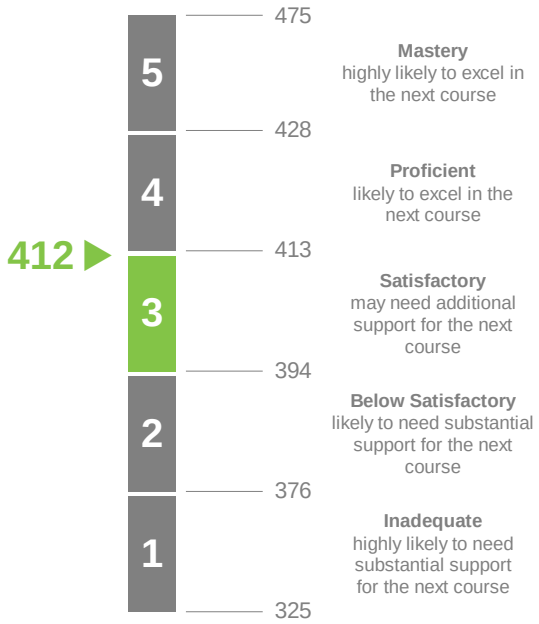
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	8	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SPRING 2017 **GRADE: 7** **SCHOOL DISTRICT: BROWARD (06)**

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

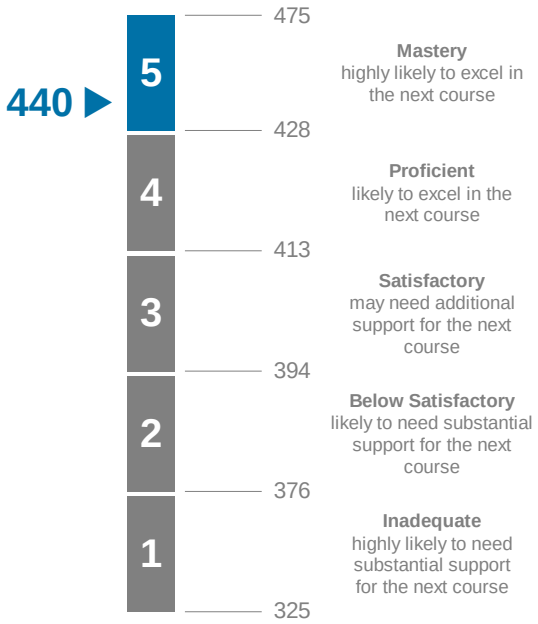
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	11	12	7
Roles, Rights, and Responsibilities of Citizens	11	12	7
Government Policies and Political Processes	10	12	7
Organizations and Functions of Government	9	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 3	28%	26%	26%
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Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

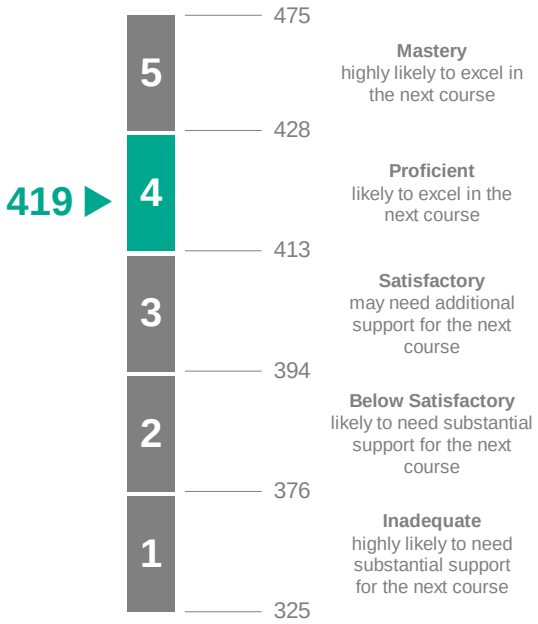
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	7
Government Policies and Political Processes	8	12	7
Organizations and Functions of Government	9	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

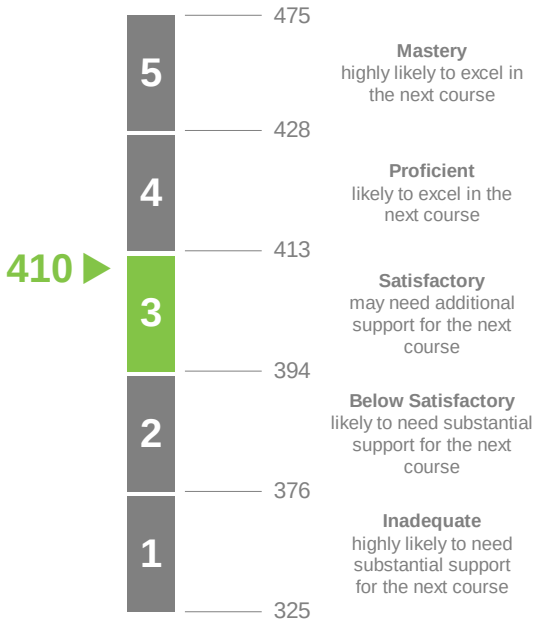
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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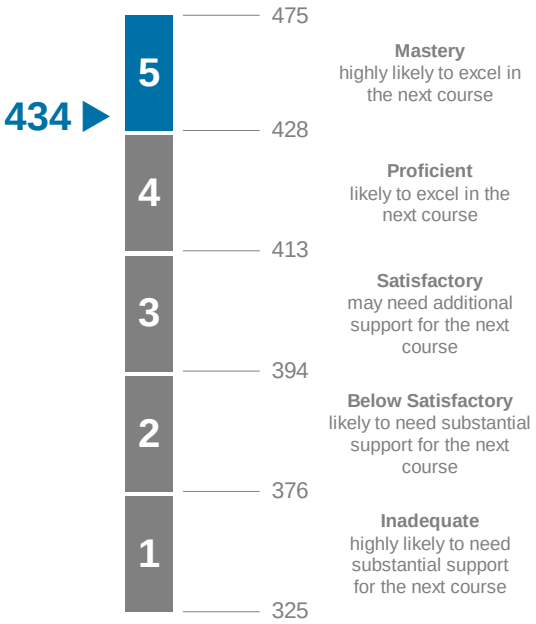
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	11	12	7
Roles, Rights, and Responsibilities of Citizens	11	12	7
Government Policies and Political Processes	12	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

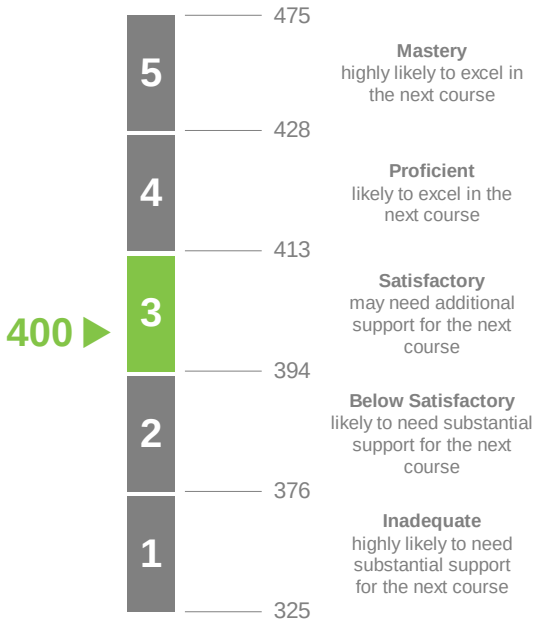
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	5	12	6
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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	School	District	State
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Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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SCHOOL DISTRICT: BROWARD (06)

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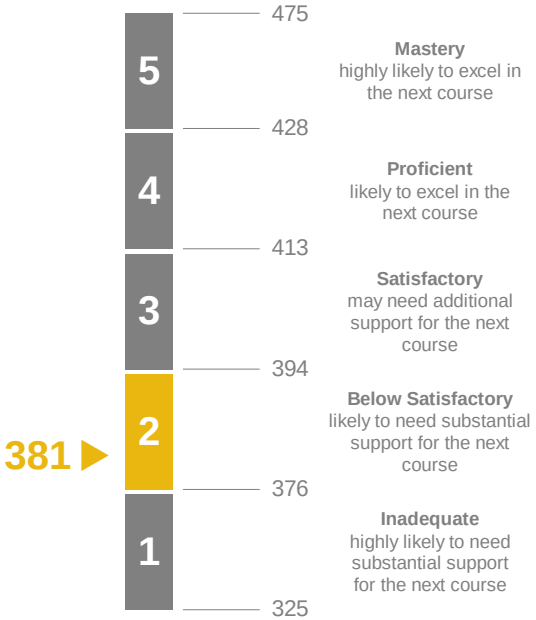
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	8
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

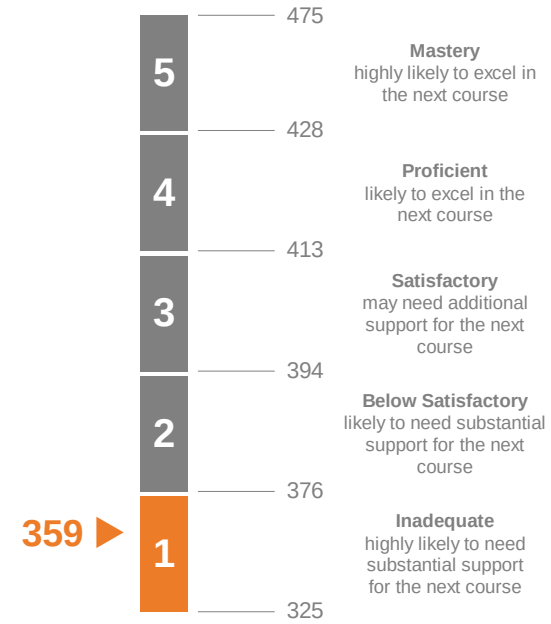
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	2	12	7
Roles, Rights, and Responsibilities of Citizens	2	12	7
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

GRADE: 7

SCHOOL DISTRICT: BROWARD (06)

SPRING 2017

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

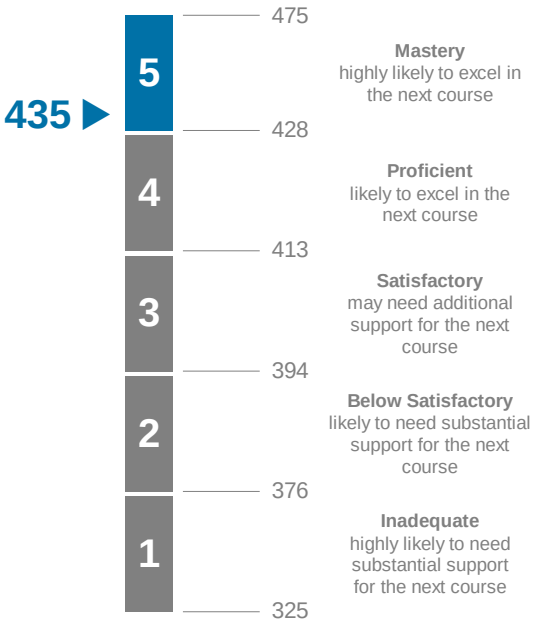
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	7
Government Policies and Political Processes	10	12	7
Organizations and Functions of Government	10	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

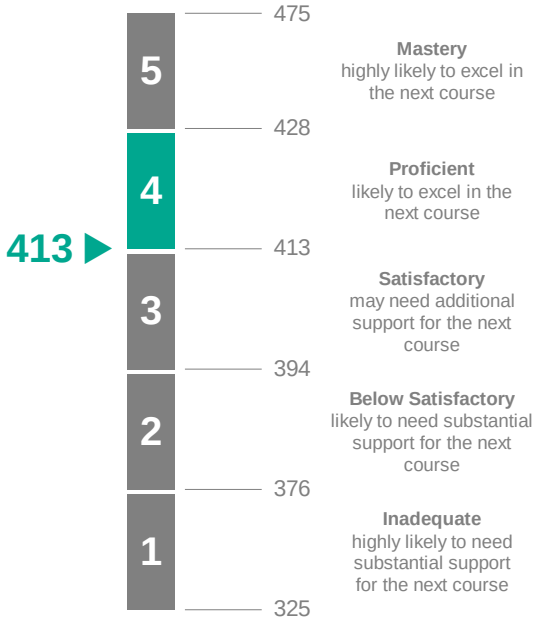
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	8	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

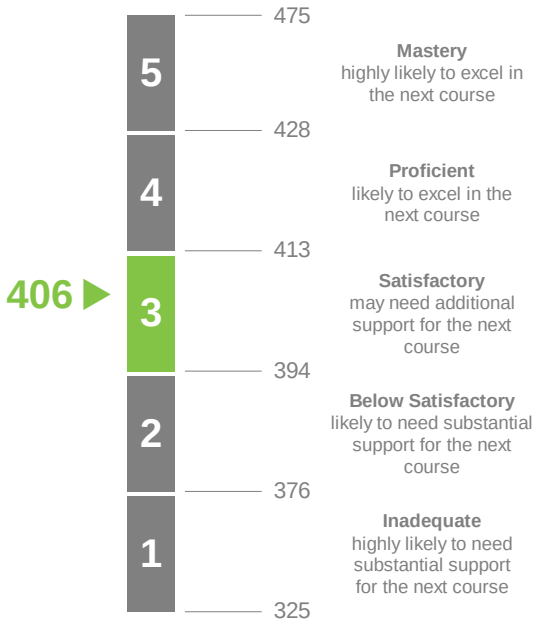
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	8
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	9	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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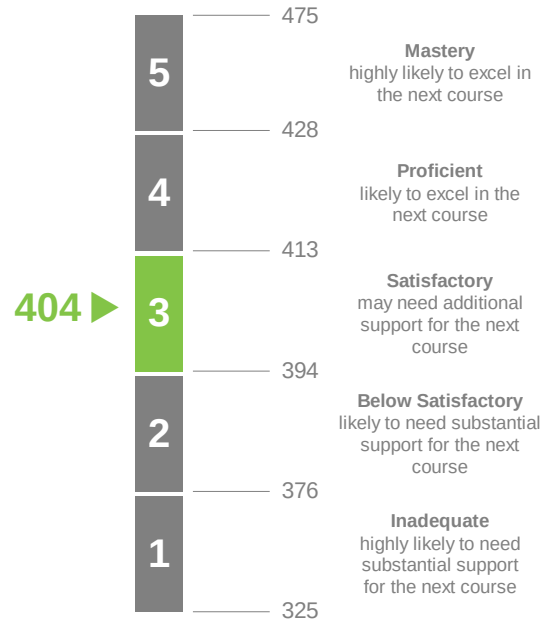
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	8
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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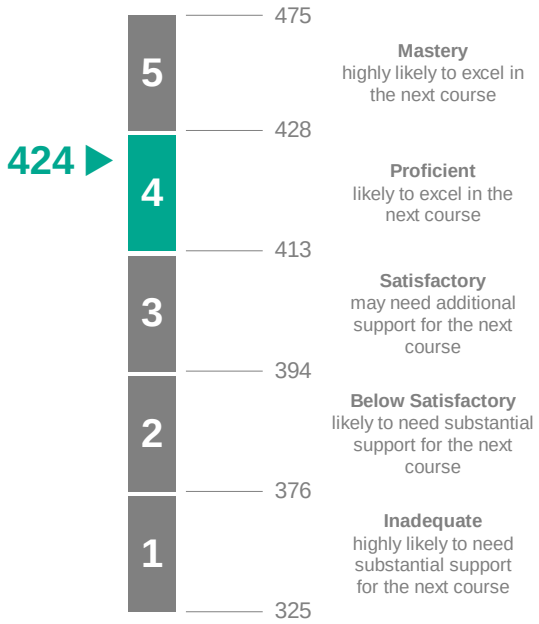
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	8	12	6
Organizations and Functions of Government	9	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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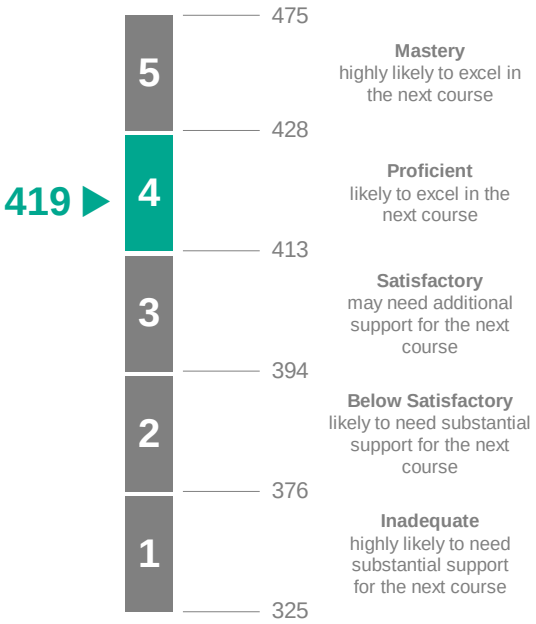
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	9	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	8
Government Policies and Political Processes	8	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

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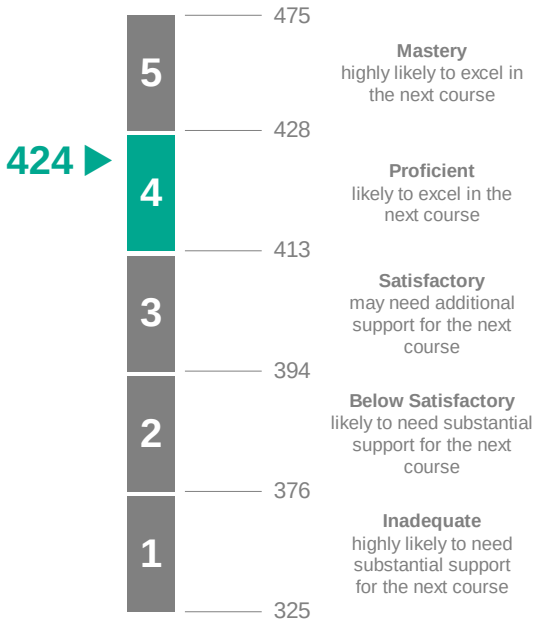
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	9	12	7
Government Policies and Political Processes	9	12	7
Organizations and Functions of Government	7	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

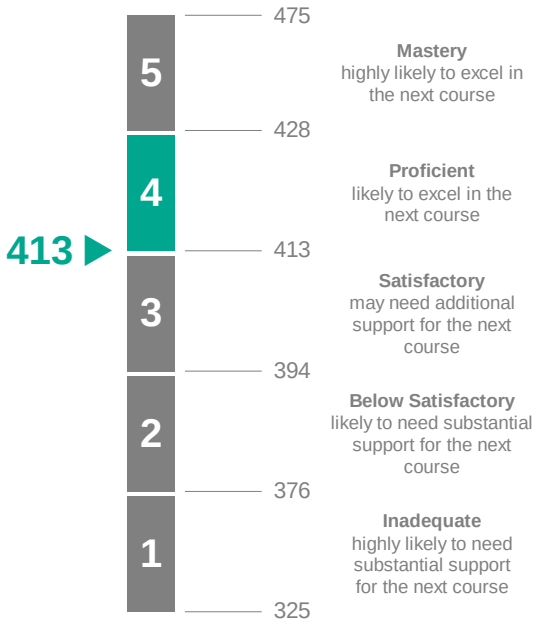
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

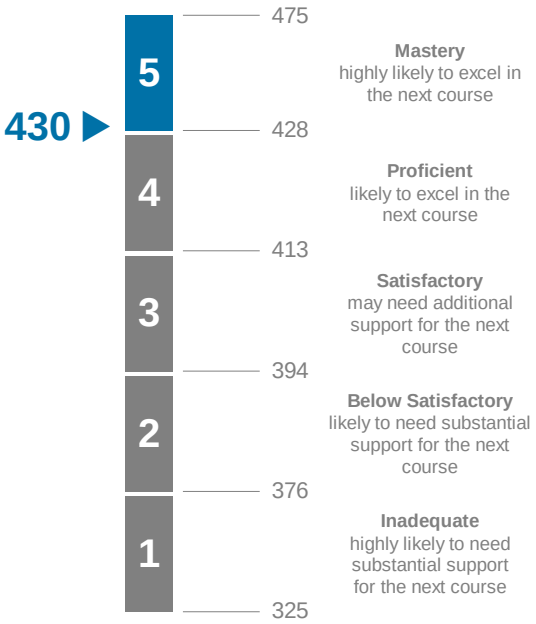
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	9	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	8
Government Policies and Political Processes	9	12	7
Organizations and Functions of Government	10	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

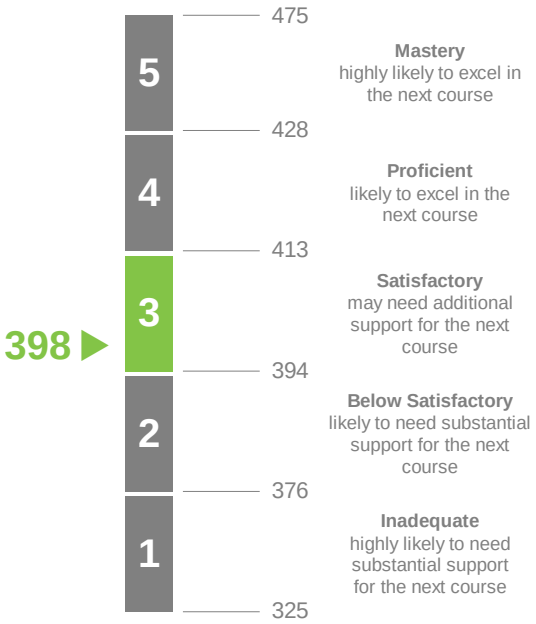
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

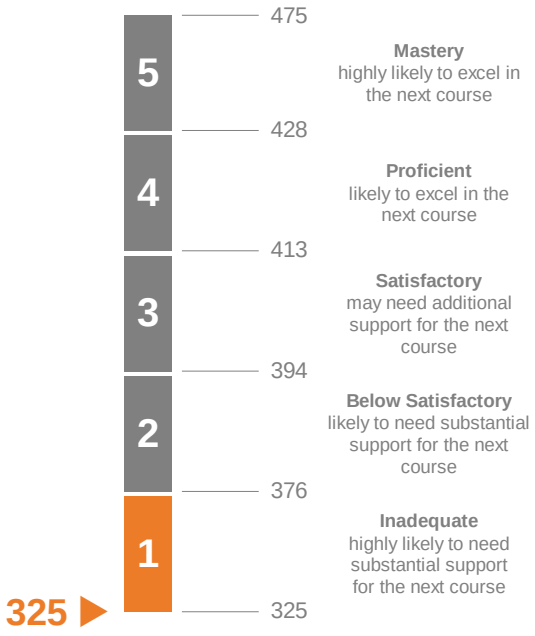
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	7
Government Policies and Political Processes	2	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

GRADE: 7

SCHOOL DISTRICT: BROWARD (06)

SPRING 2017

Purpose of This Report

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Your Student's Performance on Civics NGSSS End-of-Course Assessment

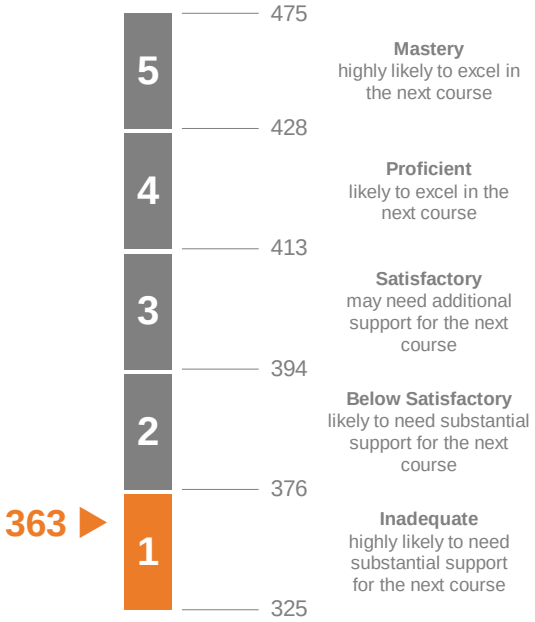
Performance Level



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	2	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	3	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

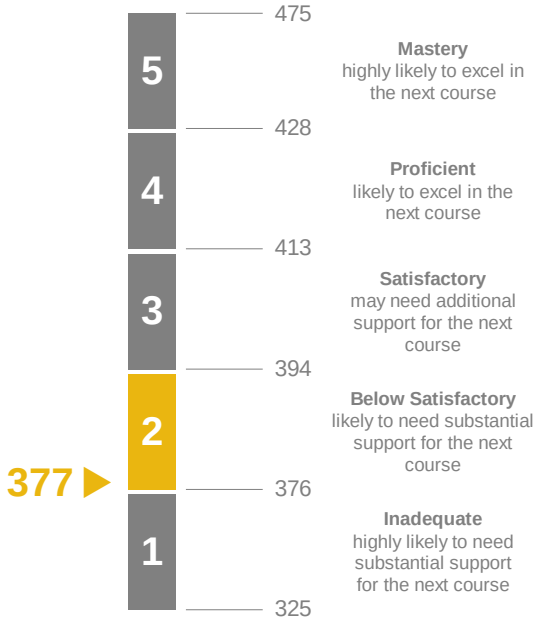
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	1	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	8
Government Policies and Political Processes	5	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

GRADE: 7

SCHOOL DISTRICT: BROWARD (06)

SPRING 2017

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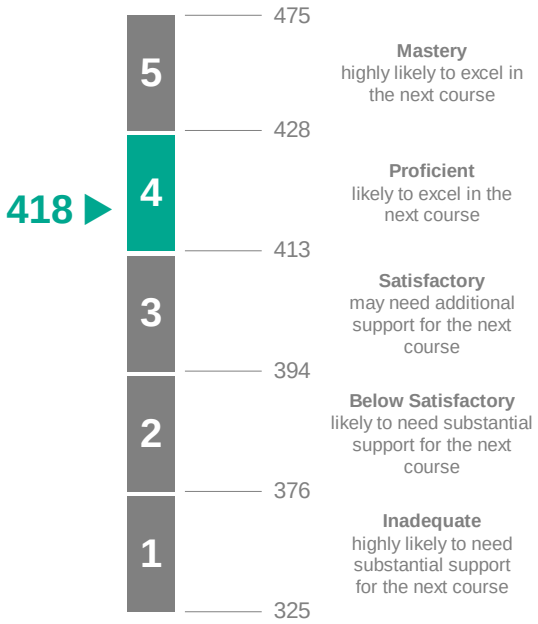
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

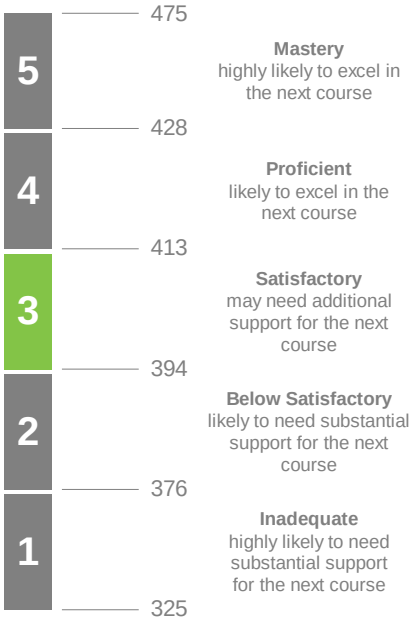
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	8	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

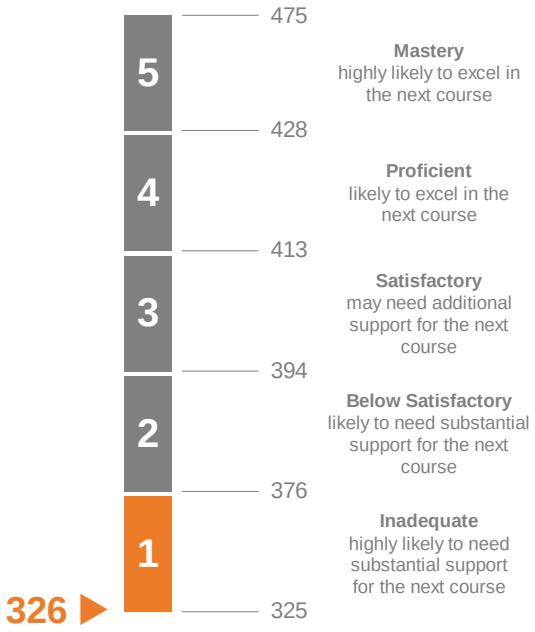
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	1	12	7
Government Policies and Political Processes	2	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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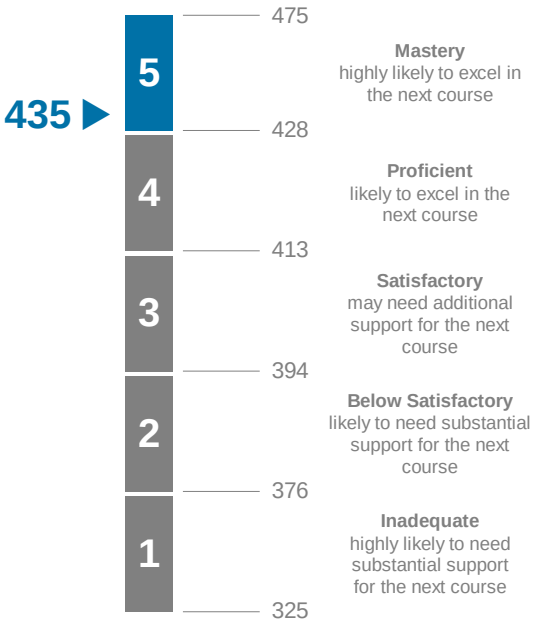
PERFORMANCE LEVEL



Students who score in **Level 5** demonstrate mastery of the content for this course. Congratulations!

Los estudiantes con un puntaje en **Nivel 5** demuestran dominio del contenido para este curso. ¡Felicitaciones!

Elèv ki fè nòt nan **Nivo 5** demontre yon metriz nan sijè a pou kou sa a. Konpliman!



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	12	12	7
Government Policies and Political Processes	9	12	6
Organizations and Functions of Government	8	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
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Level 3	28%	26%	26%
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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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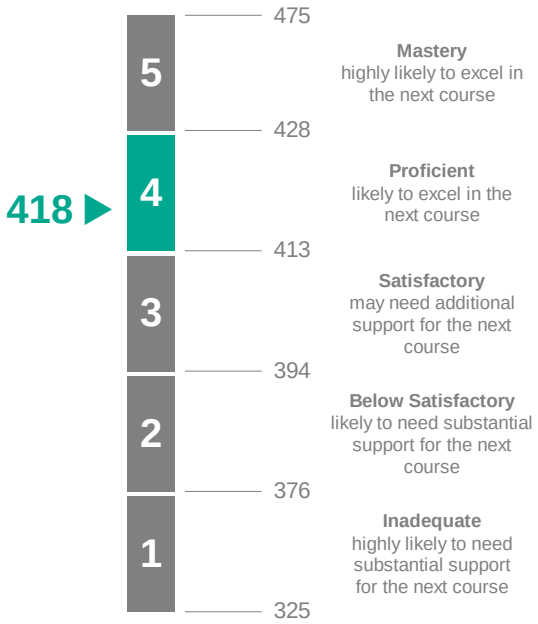
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	7
Government Policies and Political Processes	7	12	6
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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SCHOOL DISTRICT: BROWARD (06)

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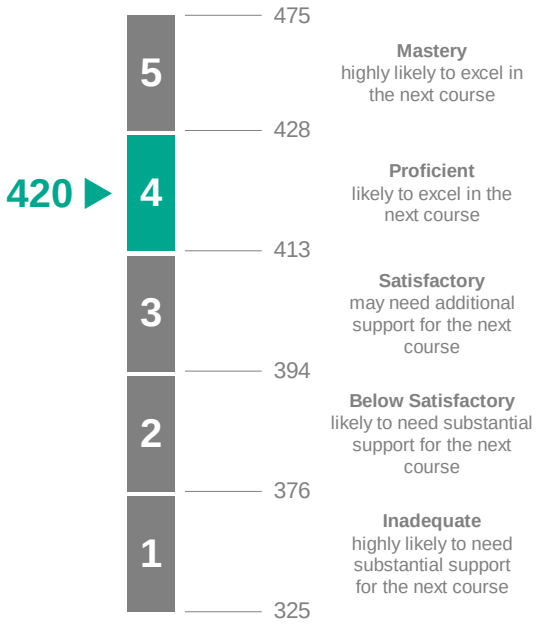
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	7	12	7
Roles, Rights, and Responsibilities of Citizens	10	12	7
Government Policies and Political Processes	10	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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SCHOOL DISTRICT: BROWARD (06)

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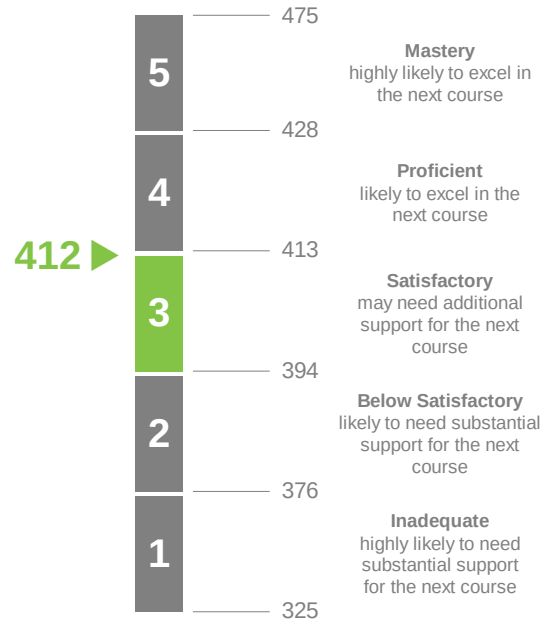
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	9	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	7	12	6
Organizations and Functions of Government	5	12	6

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

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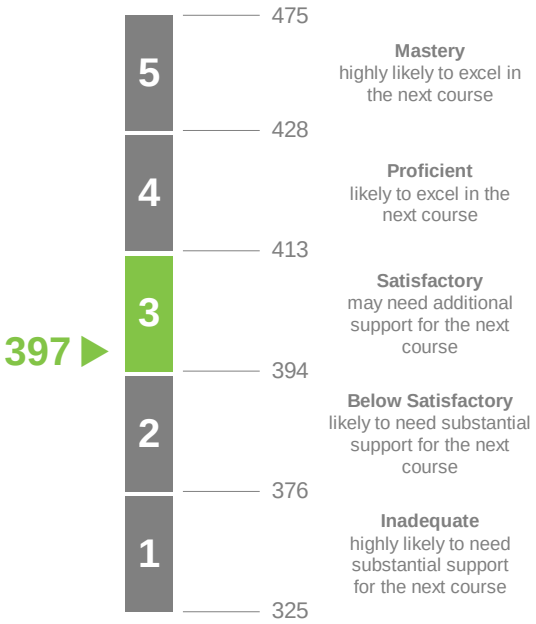
PERFORMANCE LEVEL



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YOUR STUDENT'S PERFORMANCE DETAILS

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Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	7	12	6
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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CIVICS END-OF-COURSE ASSESSMENT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

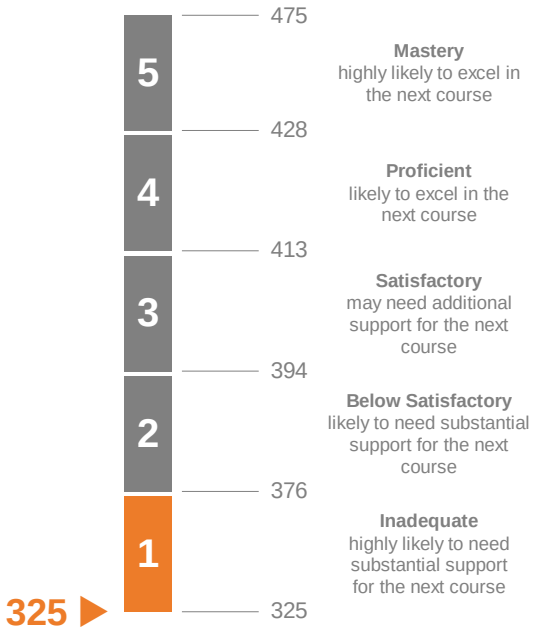
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	0	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	7
Government Policies and Political Processes	0	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

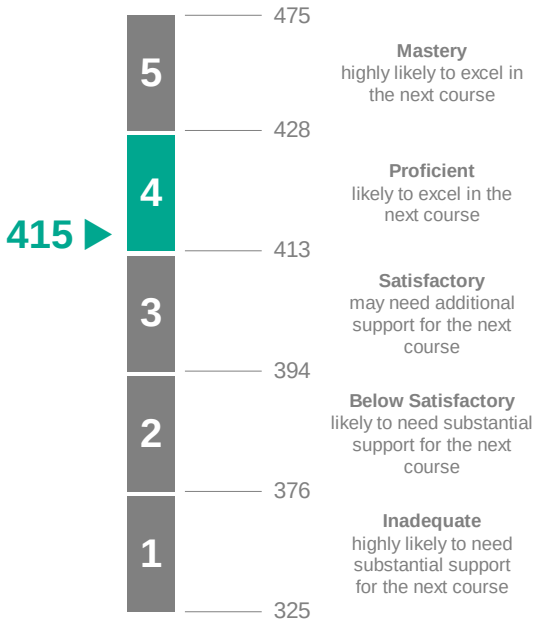
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	8	12	6
Organizations and Functions of Government	6	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

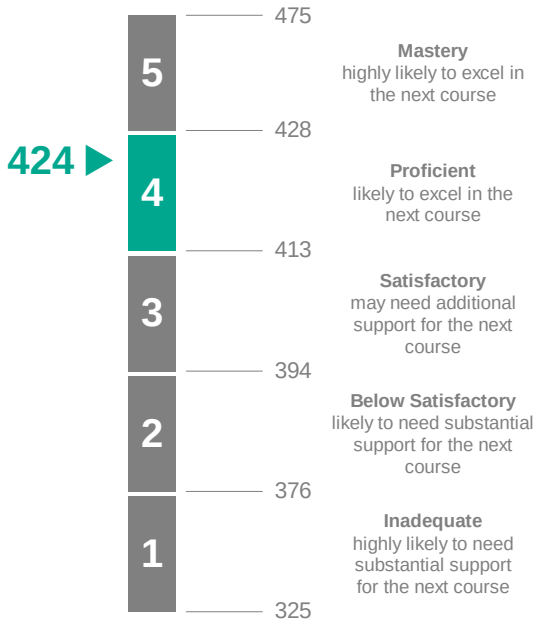
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	8	12	7
Roles, Rights, and Responsibilities of Citizens	11	12	7
Government Policies and Political Processes	9	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

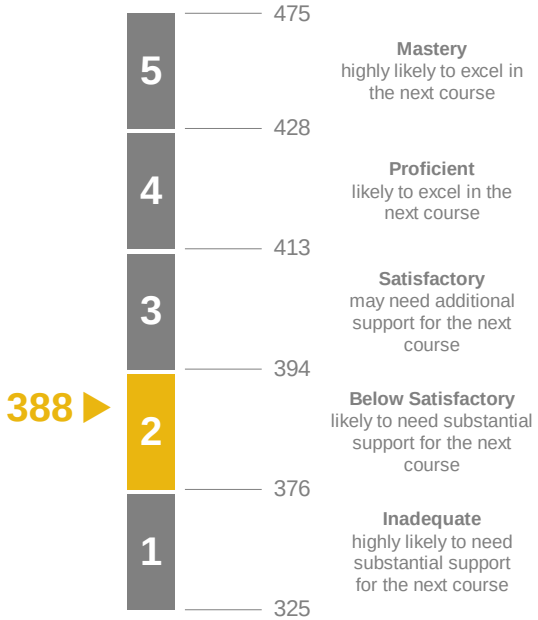
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	8
Government Policies and Political Processes	5	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

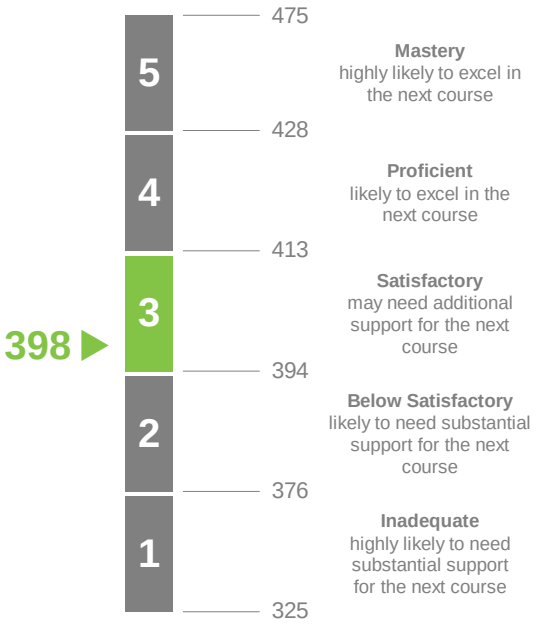
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	9	12	6
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

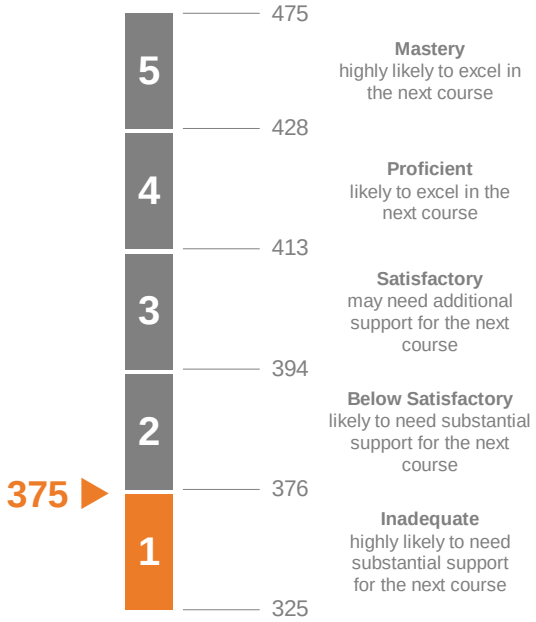
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	8
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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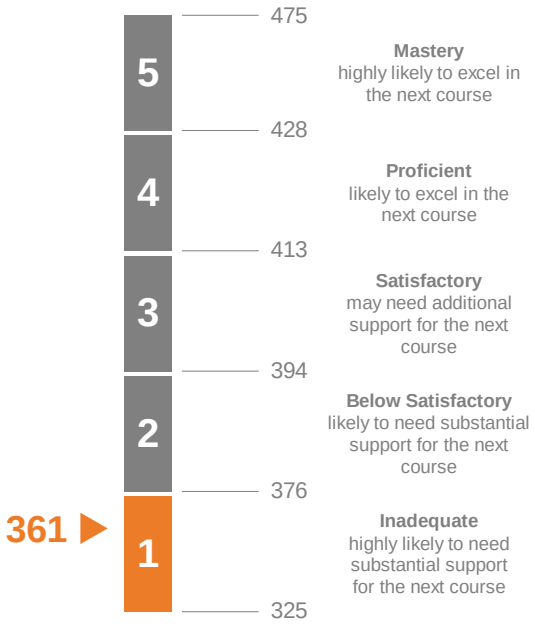
PERFORMANCE LEVEL



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YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	8
Government Policies and Political Processes	5	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

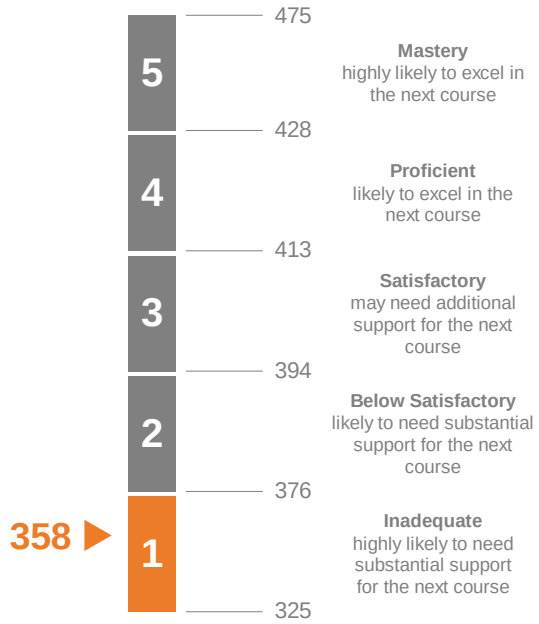
PERFORMANCE LEVEL



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Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category (Form B)	Points Earned	Points Possible	State Mean
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Roles, Rights, and Responsibilities of Citizens	3	12	7
Government Policies and Political Processes	1	12	7
Organizations and Functions of Government	4	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

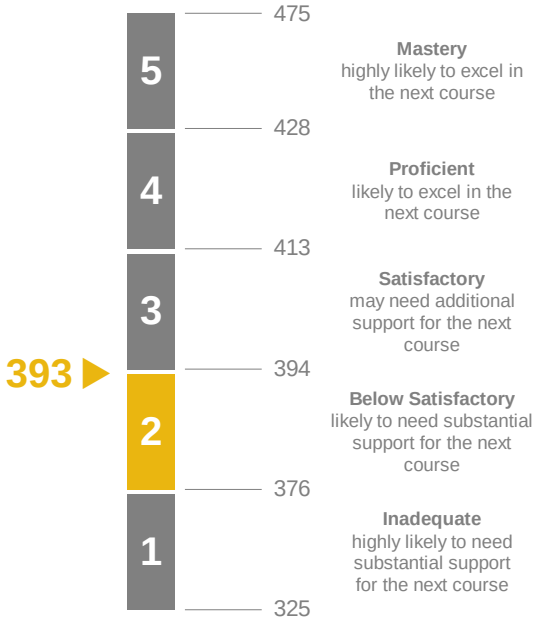
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	3	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

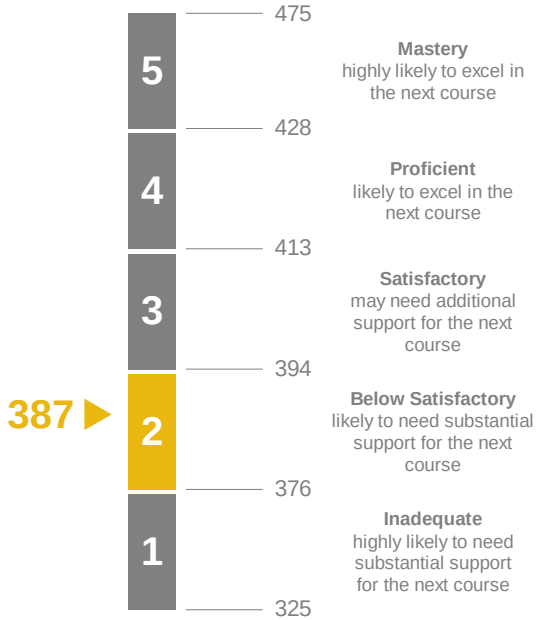
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	5	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	4	12	6
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

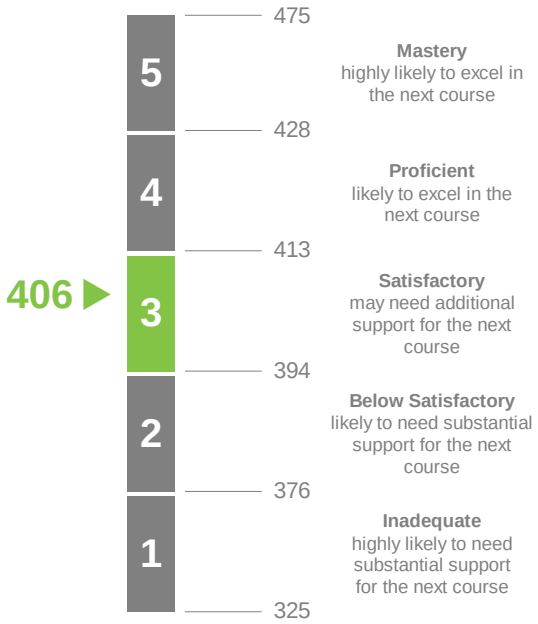
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	7	12	7
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

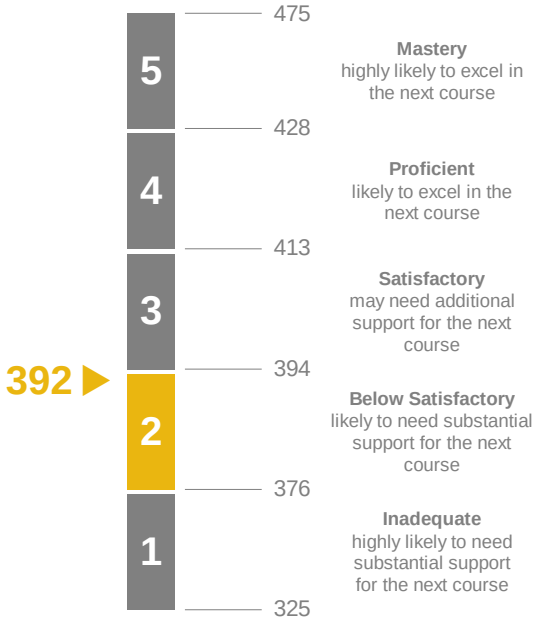
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	7	12	7
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	2	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

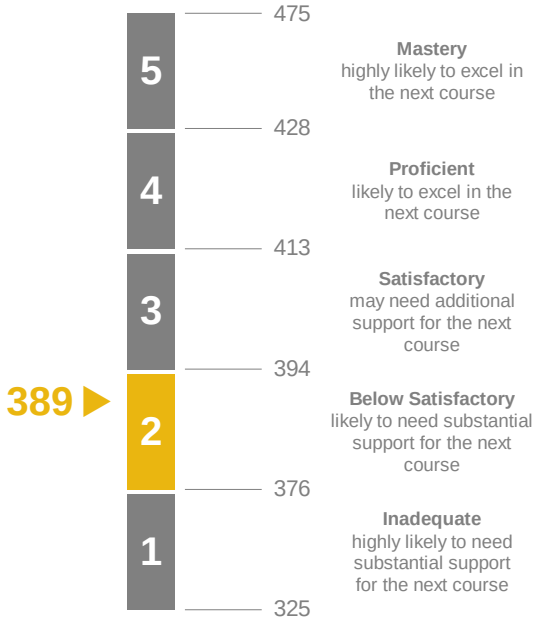
PERFORMANCE LEVEL



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Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	3	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	5	12	6
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

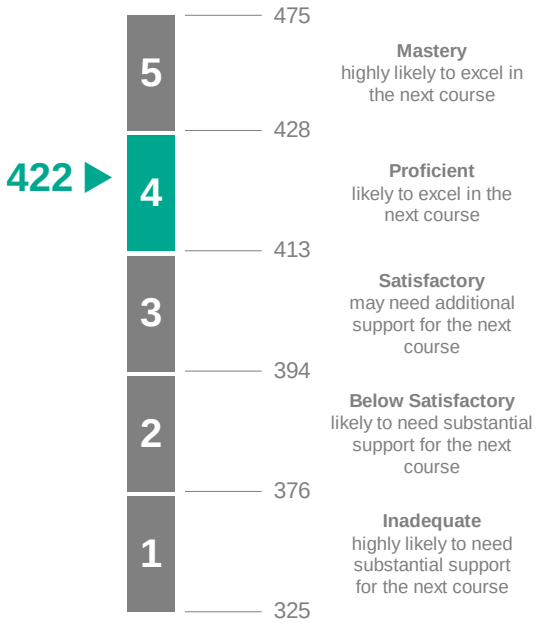
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	10	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	8
Government Policies and Political Processes	6	12	7
Organizations and Functions of Government	9	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

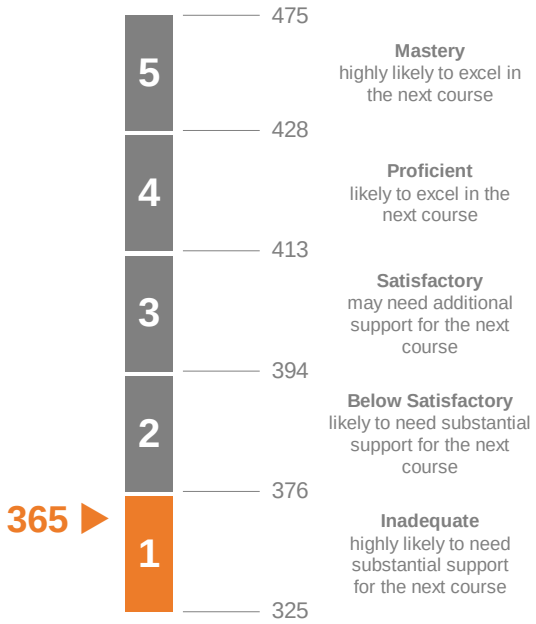
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	0	12	7
Roles, Rights, and Responsibilities of Citizens	3	12	8
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	7	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

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SCHOOL DISTRICT: BROWARD (06)

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Objektif rapò sa a se pou bay enfòmasyon sou pèfòmans elèv ou a nan Evalyasyon nan Fen Kou a (EOC) nan Edikasyon Sivik. Yo devlope evalyasyon sa a pou evalye nivo reyisit yon elèv avèk sijè nan Estanda Nouvo Jenerasyon Sunshine State (Next Generation Sunshine State Standards: NGSSS) nan Edikasyon Sivik. Si ou gen kesyon konsènan rapò sa a, tanpri kontakte pwofesè elèv ou a oswa direktè lekòl la.

Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

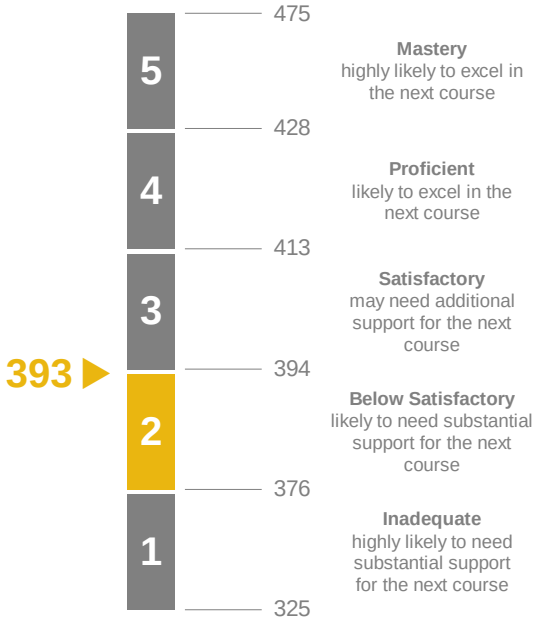
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	5	12	7
Government Policies and Political Processes	3	12	6
Organizations and Functions of Government	6	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the NGSSS assessments, please visit www.fldoe.org.

Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Cívica. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Cívica. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a).

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fldoe.org.

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Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

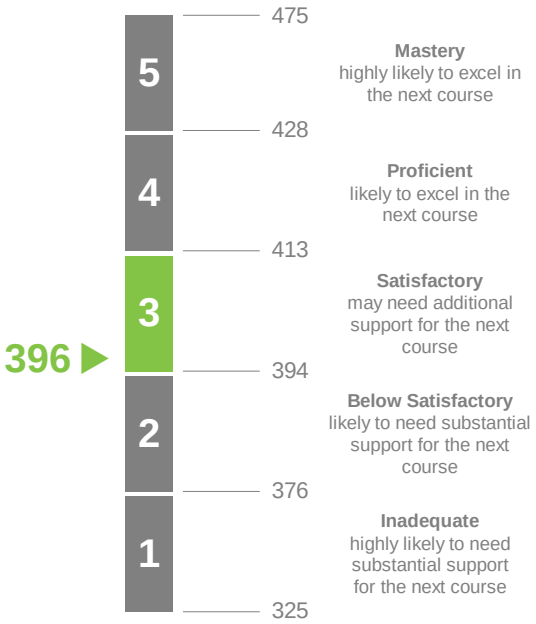
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	6	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	7
Government Policies and Political Processes	7	12	6
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

Next Generation Sunshine State Standards
Civics End-of-Course Assessment

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

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Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Cívica. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Cívica. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a).

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YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

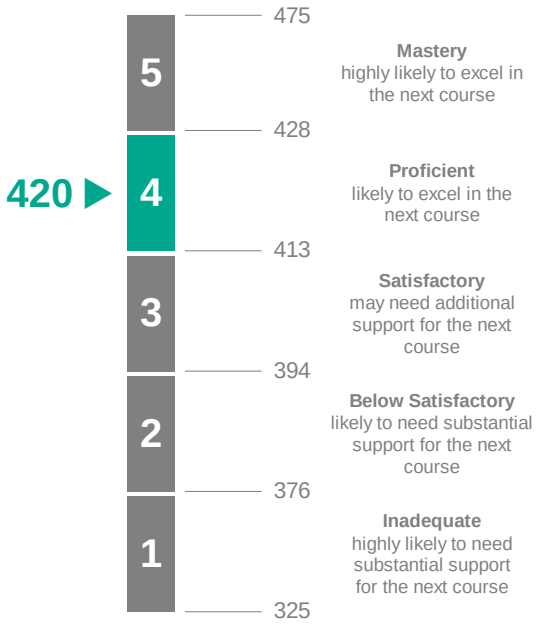
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	9	12	7
Roles, Rights, and Responsibilities of Citizens	6	12	8
Government Policies and Political Processes	8	12	7
Organizations and Functions of Government	10	12	6

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the NGSSS assessments, please visit www.fldoe.org.

Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Cívica. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Cívica. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a).

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fldoe.org.

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Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

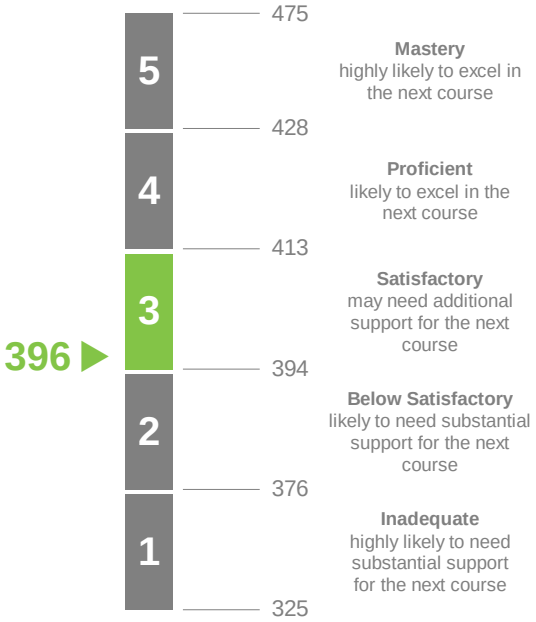
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	4	12	7
Roles, Rights, and Responsibilities of Citizens	8	12	8
Government Policies and Political Processes	4	12	7
Organizations and Functions of Government	5	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
CIVICS END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 7

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Civics End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Civics. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the NGSSS assessments, please visit www.fldoe.org.

Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Cívica. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Cívica. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a).

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Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON CIVICS NGSSS END-OF-COURSE ASSESSMENT

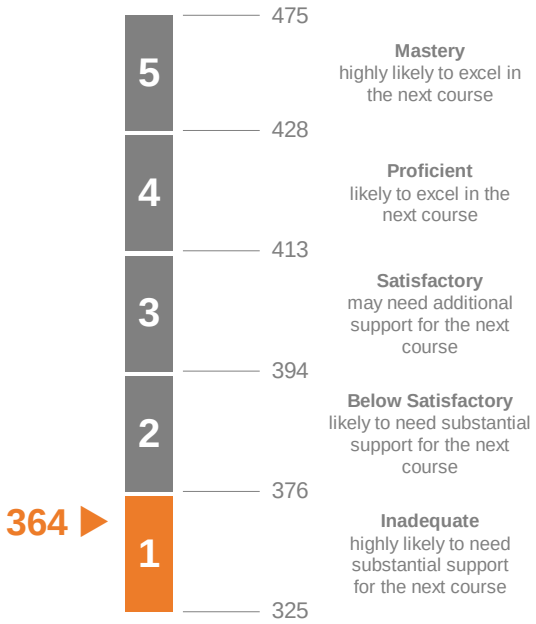
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Origins and Purposes of Law and Government	1	12	7
Roles, Rights, and Responsibilities of Citizens	4	12	7
Government Policies and Political Processes	5	12	7
Organizations and Functions of Government	3	12	6

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	11%	24%	22%
Level 4	20%	21%	21%
Level 3	28%	26%	26%
Level 2	23%	17%	18%
Level 1	18%	13%	13%

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Spring 2017 Biology 1 End-of-Course Assessment
Next Generation Sunshine State Standards
State Report of Schools
All Grades

Florida EOC Assessments

Notes: (1) To provide meaningful results and protect the privacy of individual students, data are not reported when the total number of students in a group is less than 10 or when all students in a group are in the same Achievement Level. An asterisk (*) appears when data are suppressed. (2) Percentages may not add to 100 due to rounding. (3) Data are included for first-time testers only.

							Percentage in Each Achievement Level				
District Number	District Name	School Number	School Name	Number of Students	Mean Scale Score	Percentage Level 3 or Above	1	2	3	4	5
06	BROWARD	0911	DEERFIELD BEACH MIDDLE SCHOOL	63	430	100	0	0	25	27	48
06	BROWARD	1871	CRYSTAL LAKE MIDDLE SCHOOL	25	434	100	0	0	12	36	52
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE	21	402	71	5	24	48	24	0

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

GRADE: 8

SCHOOL DISTRICT: BROWARD (06)

SPRING 2017

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

For resources to help your student better understand the NGSSS assessments, please visit www.fldoe.org.

Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Biología 1. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Biología 1. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a). Uno de los requisitos para obtener un diploma de secundaria estándar con una asignación académica es aprobar la Evaluación EOC de Biología 1.

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fldoe.org.

Objektif rapò sa a se pou bay enfòmasyon sou pèfòmans elèv ou a nan Evalyasyon nan Fen Kou a (EOC) nan Byoloji nivo 1. Yo devlope evalyasyon sa a pou evalye nivo reyisit yon elèv avèk sijè nan Estanda Nouvo Jenerasyon Sunshine State (Next Generation Sunshine State Standards: NGSSS) nan Byoloji nivo 1. Si ou gen kesyon konsènan rapò sa a, tanpri kontakte pwofesè elèv ou a oswa direktè lekòl la. Youn nan kondisyon pou gen yon diplòm estanda lekòl segondè avèk mansyon loreya « Scholar », se pou reyisi Evalyasyon EOC nan Byoloji nivo 1 an.

Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

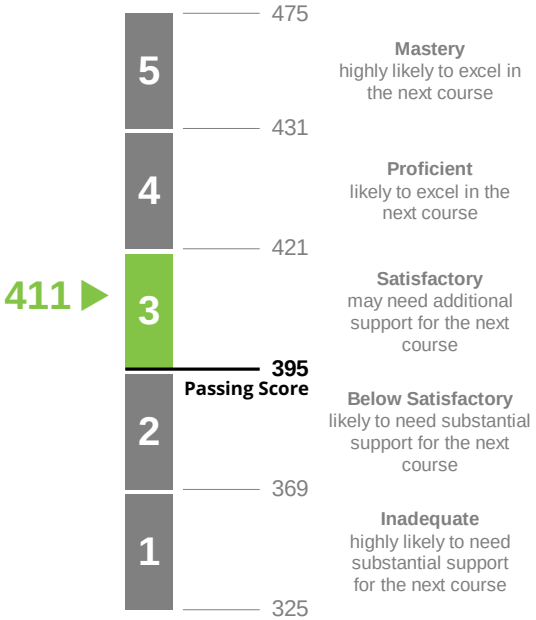
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	11	20	10
Classification, Heredity, and Evolution	7	14	7
Organisms, Populations, and Ecosystems	13	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

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YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

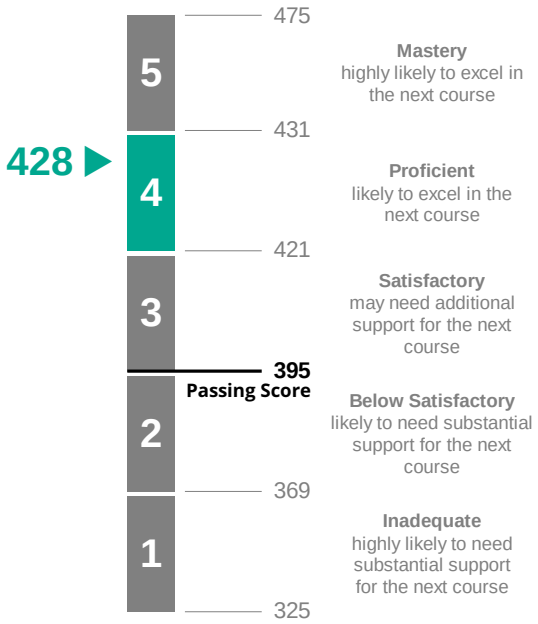
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	16	20	10
Classification, Heredity, and Evolution	9	14	7
Organisms, Populations, and Ecosystems	16	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

PURPOSE OF THIS REPORT

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YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

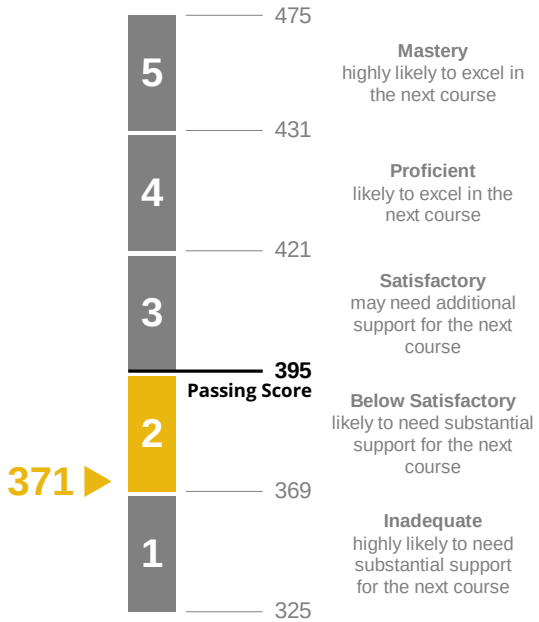
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	4	20	10
Classification, Heredity, and Evolution	4	14	7
Organisms, Populations, and Ecosystems	10	22	12

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Next Generation Sunshine State Standards
Biology 1 End-of-Course Assessment

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

Purpose of This Report

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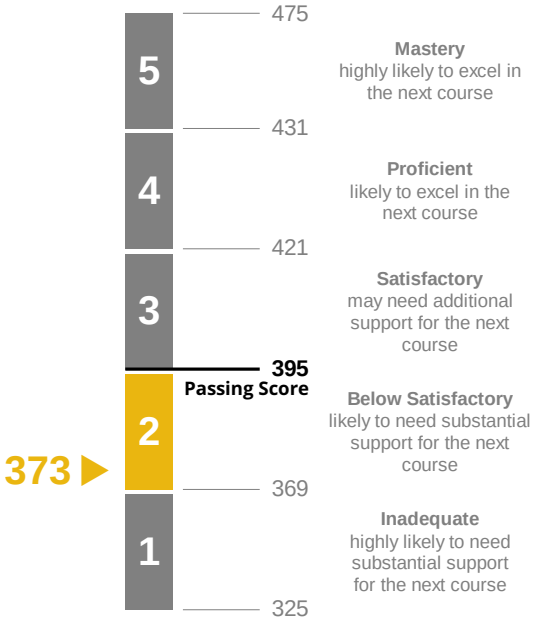
Performance Level



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Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

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Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	5	20	10
Classification, Heredity, and Evolution	4	14	7
Organisms, Populations, and Ecosystems	8	22	12

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Next Generation Sunshine State Standards
Biology 1 End-of-Course Assessment

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SPRING 2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

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Your Student's Performance on Biology 1 NGSSS End-of-Course Assessment

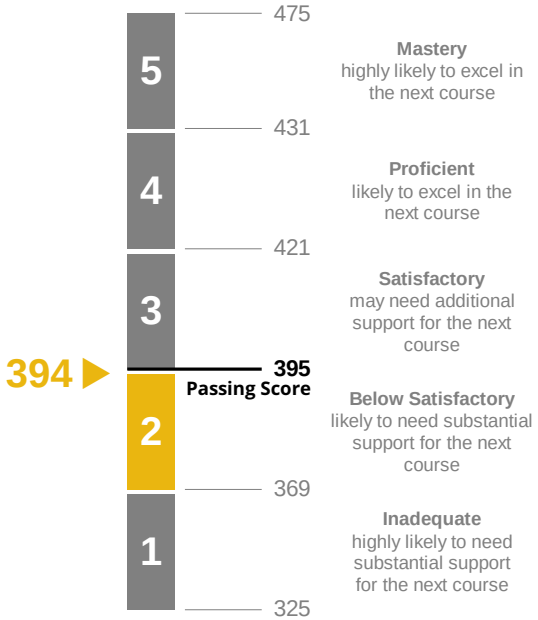
Performance Level



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Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

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Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	5	20	10
Classification, Heredity, and Evolution	7	14	7
Organisms, Populations, and Ecosystems	11	22	11

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 8

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

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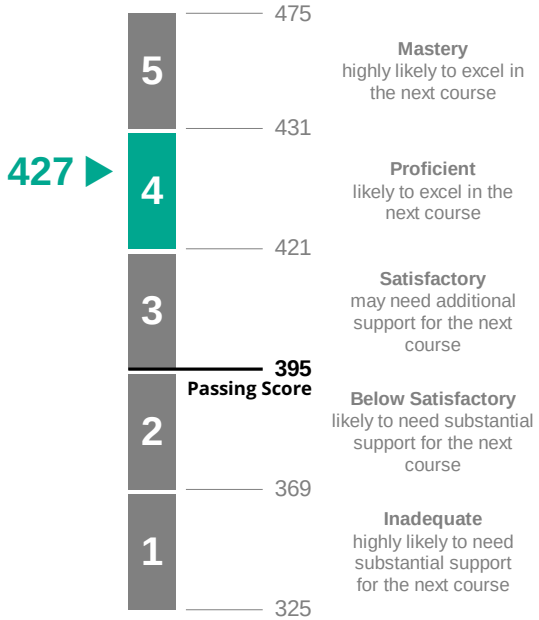
PERFORMANCE LEVEL



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	14	20	10
Classification, Heredity, and Evolution	10	14	7
Organisms, Populations, and Ecosystems	18	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

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Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Next Generation Sunshine State Standards
Biology 1 End-of-Course Assessment

SPRING **2017** **GRADE: 8**

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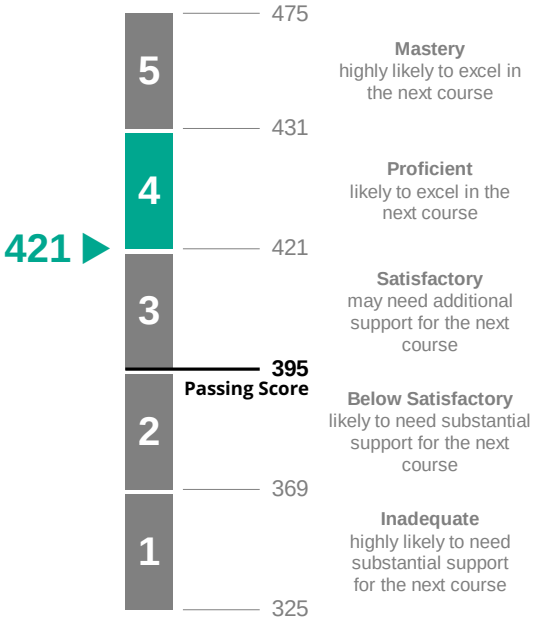
Performance Level



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Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	15	20	10
Classification, Heredity, and Evolution	8	14	7
Organisms, Populations, and Ecosystems	14	22	11

Your Student's Performance Compared

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	School	District	State
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Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

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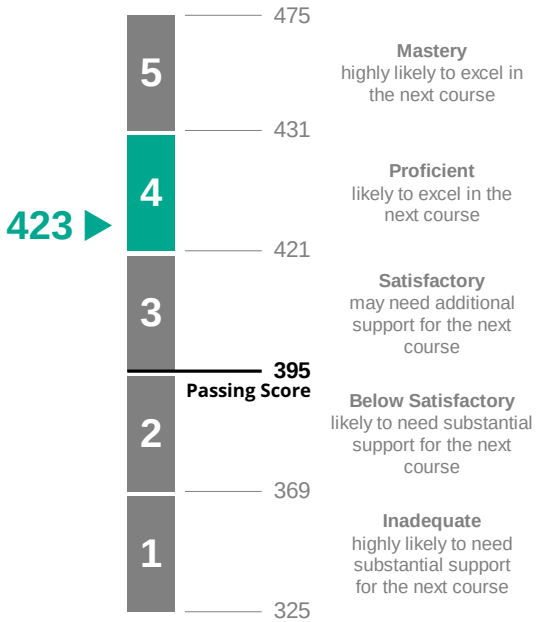
PERFORMANCE LEVEL



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Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	14	20	10
Classification, Heredity, and Evolution	9	14	7
Organisms, Populations, and Ecosystems	17	22	12

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **2017** **GRADE: 8**

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

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YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

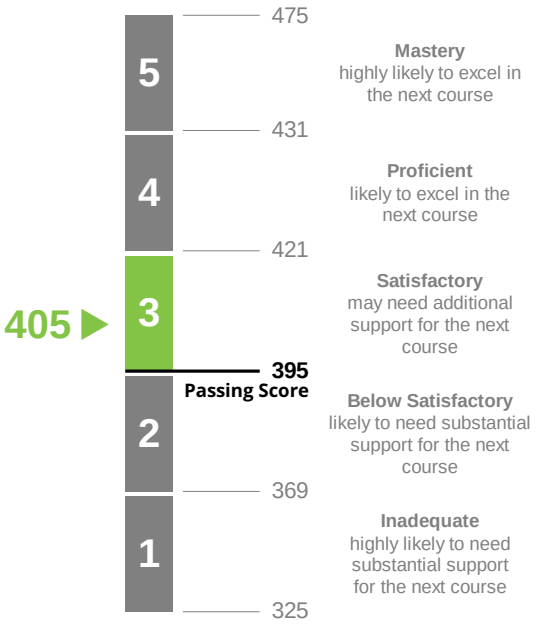
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	11	20	10
Classification, Heredity, and Evolution	6	14	7
Organisms, Populations, and Ecosystems	10	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING 2017

GRADE: 8

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

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Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

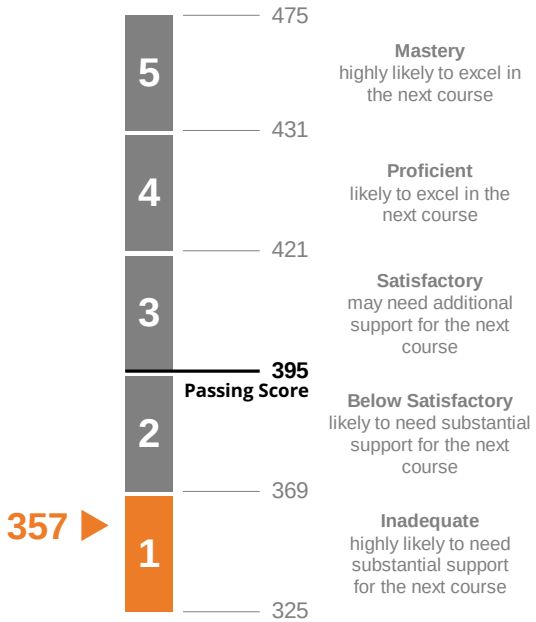
PERFORMANCE LEVEL



Students who score in **Level 1** demonstrate an inadequate level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 1** demuestran un nivel de dominio inadecuado del contenido para este curso.

Elèv ki fè nòt nan **Nivo 1** demontre yon nivo metriz ki pa adekwa pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	4	20	10
Classification, Heredity, and Evolution	4	14	7
Organisms, Populations, and Ecosystems	6	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Next Generation Sunshine State Standards
Biology 1 End-of-Course Assessment

SPRING **2017** **GRADE: 8**

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

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Your Student's Performance on Biology 1 NGSSS End-of-Course Assessment

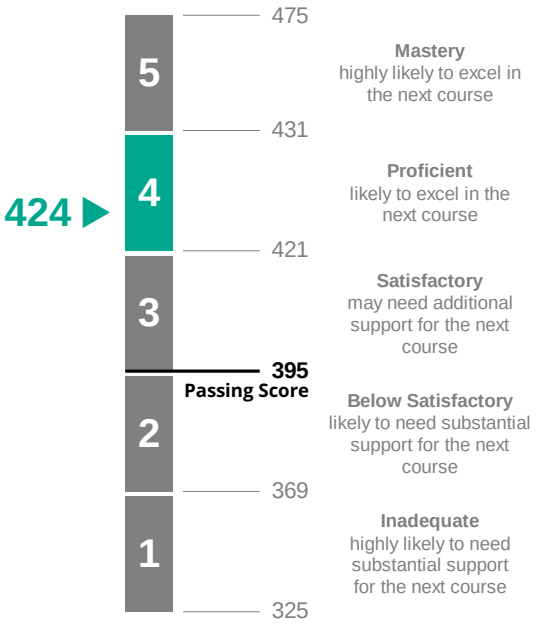
Performance Level



Students who score in **Level 4** demonstrate proficiency in the content for this course.

Los estudiantes con un puntaje en **Nivel 4** demuestran competencia en el contenido para este curso.

Elèv ki fè nòt nan **Nivo 4** demontre konpetans nan sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	12	20	10
Classification, Heredity, and Evolution	11	14	7
Organisms, Populations, and Ecosystems	17	22	12

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Next Generation Sunshine State Standards
Biology 1 End-of-Course Assessment

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

Purpose of This Report

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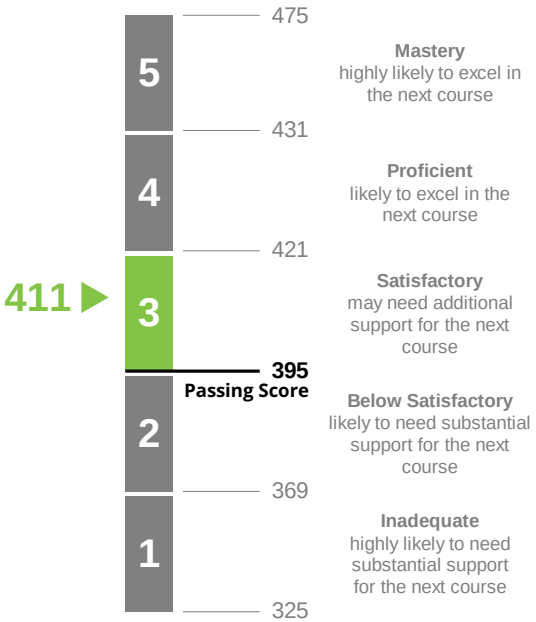
Performance Level



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	9	20	10
Classification, Heredity, and Evolution	6	14	7
Organisms, Populations, and Ecosystems	16	22	11

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

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YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

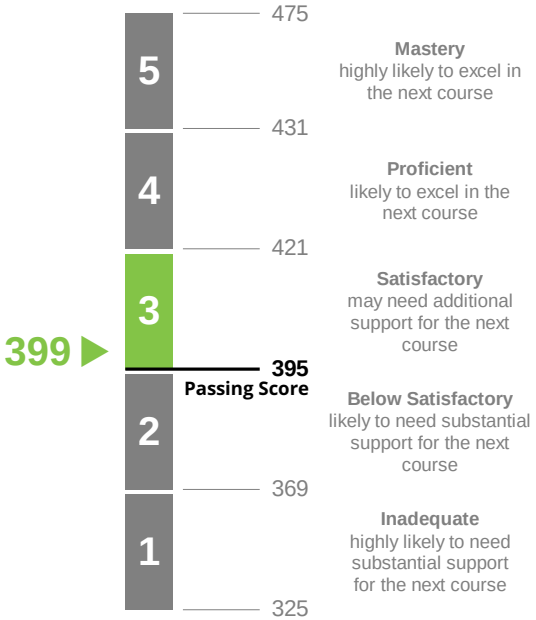
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

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Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	6	20	10
Classification, Heredity, and Evolution	5	14	7
Organisms, Populations, and Ecosystems	13	22	11

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NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

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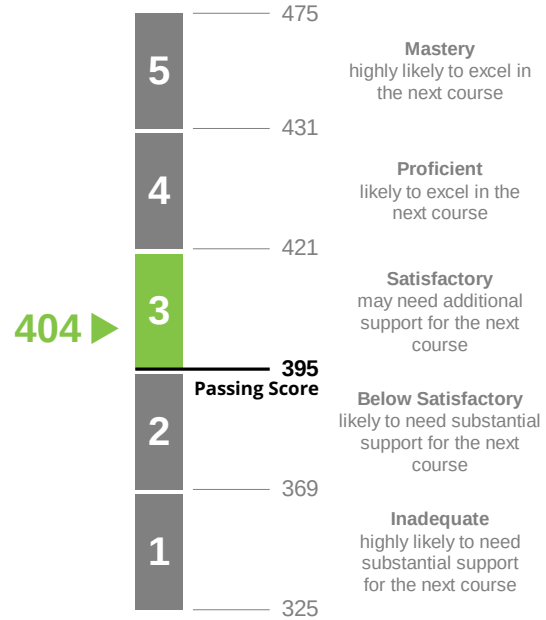
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	10	20	10
Classification, Heredity, and Evolution	7	14	7
Organisms, Populations, and Ecosystems	12	22	11

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Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **2017** **GRADE: 8**

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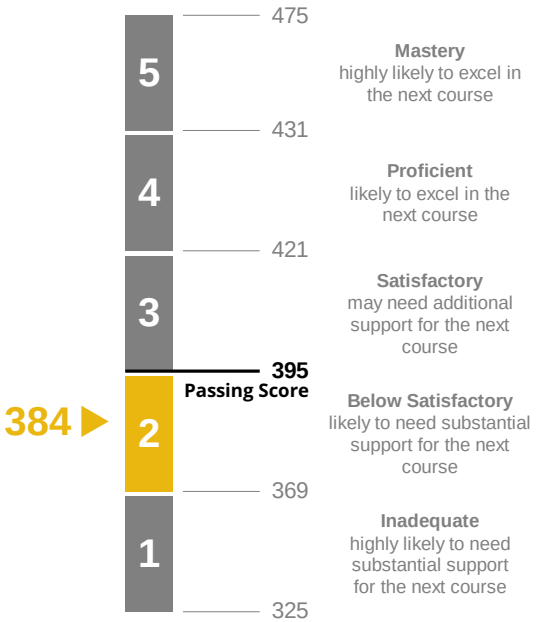
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	5	20	10
Classification, Heredity, and Evolution	3	14	7
Organisms, Populations, and Ecosystems	10	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

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Level 5	0%	16%	16%
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NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING 2017

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YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

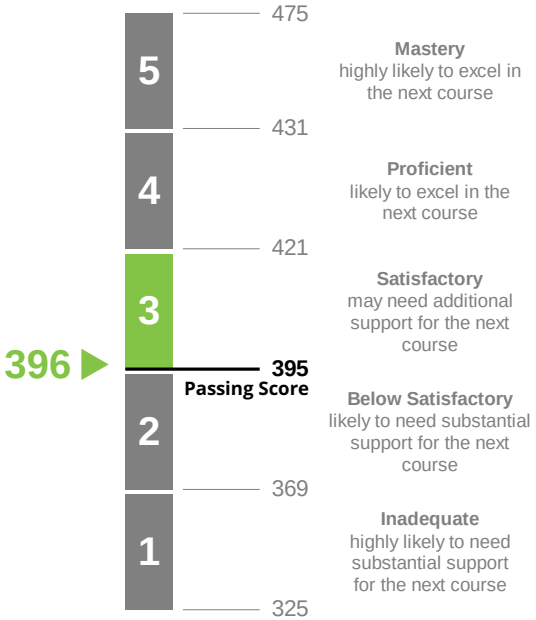
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	10	20	10
Classification, Heredity, and Evolution	7	14	7
Organisms, Populations, and Ecosystems	9	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Next Generation Sunshine State Standards
Biology 1 End-of-Course Assessment

SPRING 2017

GRADE: 8

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

Purpose of This Report

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

For resources to help your student better understand the NGSSS assessments, please visit www.fldoe.org.

Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Biología 1. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Biología 1. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a). Uno de los requisitos para obtener un diploma de secundaria estándar con una asignación académica es aprobar la Evaluación EOC de Biología 1.

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fldoe.org.

Objektif rapò sa a se pou bay enfòmasyon sou pèfòmans elèv ou a nan Evalyasyon nan Fen Kou a (EOC) nan Byoloji nivo 1. Yo devlope evalyasyon sa a pou evalye nivo reyisit yon elèv avèk sijè nan Estanda Nouvo Jenerasyon Sunshine State (Next Generation Sunshine State Standards: NGSSS) nan Byoloji nivo 1. Si ou gen kesyon konsènan rapò sa a, tanpri kontakte pwofesè elèv ou a oswa direktè lekòl la. Youn nan kondisyon pou gen yon diplòm estanda lekòl segondè avèk mansyon loreya « Scholar », se pou reyisi Evalyasyon EOC nan Byoloji nivo 1 an.

Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

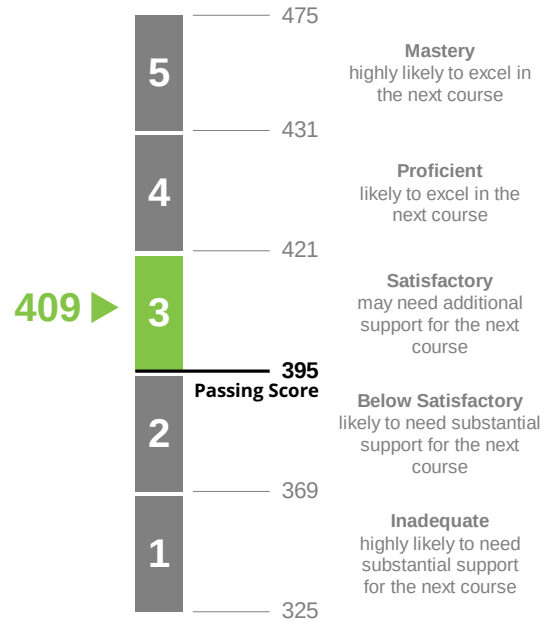
Performance Level



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



Your Student's Performance Details

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	10	20	10
Classification, Heredity, and Evolution	7	14	7
Organisms, Populations, and Ecosystems	13	22	12

Your Student's Performance Compared

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

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Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Biología 1. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Biología 1. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a). Uno de los requisitos para obtener un diploma de secundaria estándar con una asignación académica es aprobar la Evaluación EOC de Biología 1.

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fldoe.org.

Objektif rapò sa a se pou bay enfòmasyon sou pèfòmans elèv ou a nan Evalyasyon nan Fen Kou a (EOC) nan Byoloji nivo 1. Yo devlope evalyasyon sa a pou evalye nivo reyisit yon elèv avèk sijè nan Estanda Nouvo Jenerasyon Sunshine State (Next Generation Sunshine State Standards: NGSSS) nan Byoloji nivo 1. Si ou gen kesyon konsènan rapò sa a, tanpri kontakte pwofesè elèv ou a oswa direktè lekòl la. Youn nan kondisyon pou gen yon diplòm estanda lekòl segondè avèk mansyon loreya « Scholar », se pou reyisi Evalyasyon EOC nan Byoloji nivo 1 an.

Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

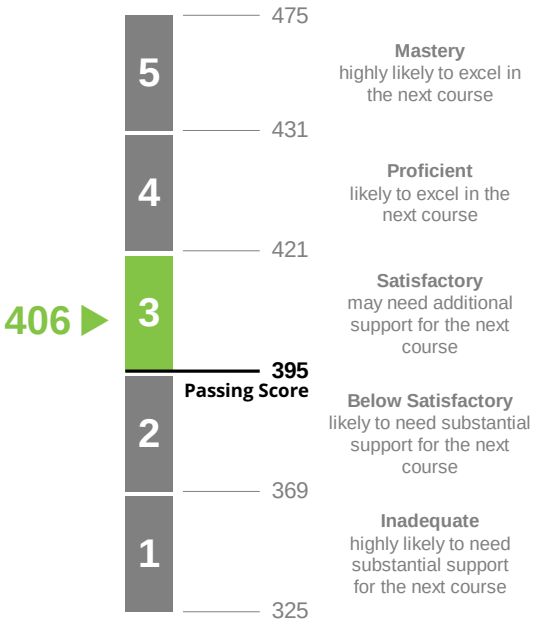
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form D)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	12	20	10
Classification, Heredity, and Evolution	6	14	7
Organisms, Populations, and Ecosystems	11	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **2017** **GRADE: 8**

SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)

SCHOOL DISTRICT: BROWARD (06)

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

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Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Biología 1. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Biología 1. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a). Uno de los requisitos para obtener un diploma de secundaria estándar con una asignación académica es aprobar la Evaluación EOC de Biología 1.

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Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

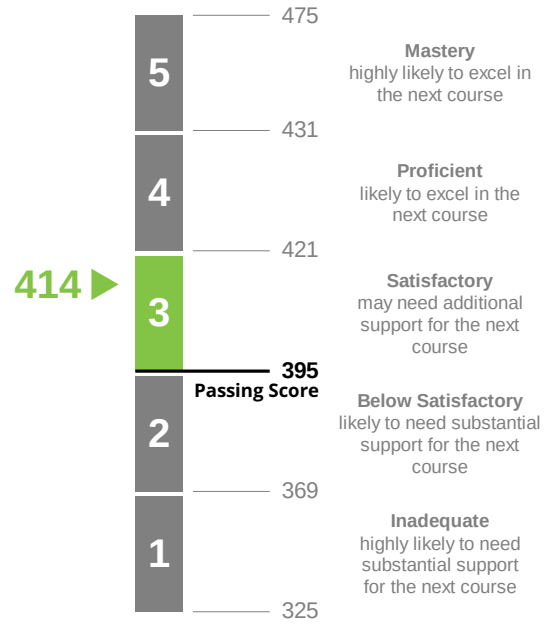
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form A)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	10	20	10
Classification, Heredity, and Evolution	8	14	7
Organisms, Populations, and Ecosystems	14	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

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YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

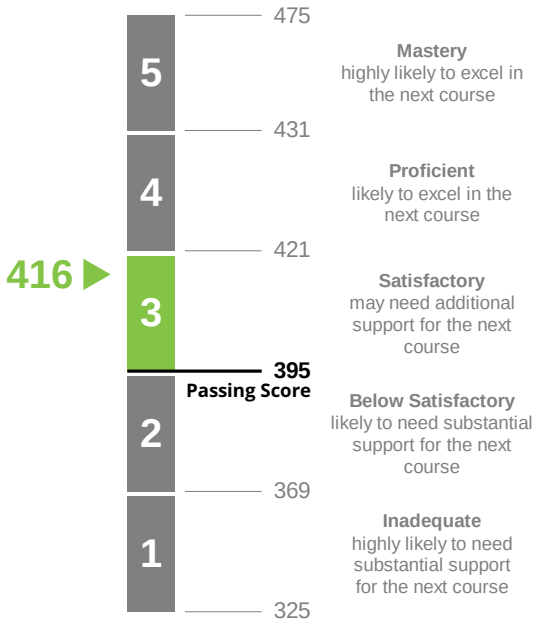
PERFORMANCE LEVEL



Students who score in **Level 3** demonstrate a satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 3** demuestran un nivel de dominio satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 3** demontre yon nivo metriz ki satisfezan pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form C)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	13	20	10
Classification, Heredity, and Evolution	10	14	7
Organisms, Populations, and Ecosystems	10	22	11

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

NEXT GENERATION SUNSHINE STATE STANDARDS
BIOLOGY 1 END-OF-COURSE ASSESSMENT

SPRING **SCHOOL: SOMERSET ACADEMY POMPANO MIDDLE (5413)**

2017 **GRADE: 8** **SCHOOL DISTRICT: BROWARD (06)**

PURPOSE OF THIS REPORT

This report is intended to provide information about your student's performance on the Biology 1 End-of-Course (EOC) Assessment. This assessment is designed to measure a student's level of success with the content of the Next Generation Sunshine State Standards (NGSSS) in Biology 1. If you have questions about this report, please contact your student's teacher or principal. Passing the Biology 1 EOC Assessment is one of the requirements for earning a standard high school diploma with a Scholar designation.

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Este informe tiene el objetivo de dar información sobre el rendimiento de su estudiante en la Evaluación de Fin de Curso (EOC) de Biología 1. Esta evaluación está diseñada para medir el nivel de rendimiento del estudiante con el contenido de la Próxima Generación de los Estándares del Estado de la Florida (NGSSS) en Biología 1. Si tiene preguntas relacionadas con este informe, por favor comuníquese con el maestro(a) de su estudiante o con el director(a). Uno de los requisitos para obtener un diploma de secundaria estándar con una asignación académica es aprobar la Evaluación EOC de Biología 1.

Con el fin de obtener recursos para ayudar a su estudiante a comprender mejor las evaluaciones de la NGSSS, por favor consulte www.fldoe.org.

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Pou jwenn resous ki pou ede elèv ou konprann pi byen evalyasyon NGSSS yo, tanpri, ale sou sit Entènèt la nan www.fldoe.org.

YOUR STUDENT'S PERFORMANCE ON BIOLOGY 1 NGSSS END-OF-COURSE ASSESSMENT

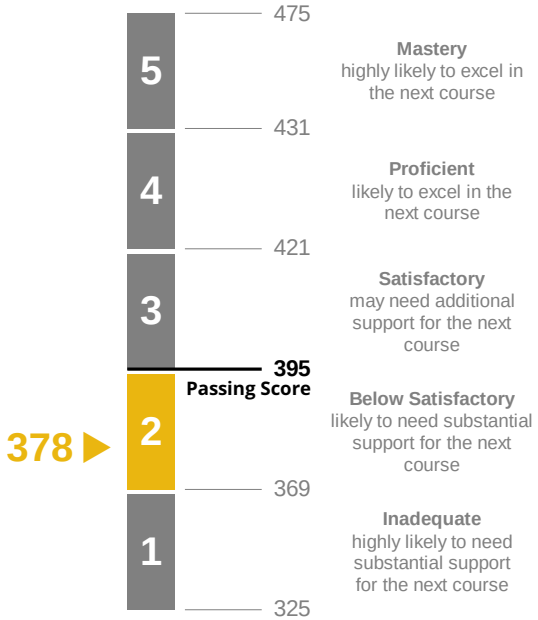
PERFORMANCE LEVEL



Students who score in **Level 2** demonstrate a below satisfactory level of mastery of the content for this course.

Los estudiantes con un puntaje en **Nivel 2** demuestran un nivel de dominio por debajo de lo satisfactorio del contenido para este curso.

Elèv ki fè nòt nan **Nivo 2** demontre yon nivo metriz ki pi ba pase nivo satisfezan an pou sijè a pou kou sa a.



YOUR STUDENT'S PERFORMANCE DETAILS

This table shows the number of points earned by your student in each reporting category on this assessment.

Reporting Category (Form B)	Points Earned	Points Possible	State Mean
Molecular and Cellular Biology	8	20	10
Classification, Heredity, and Evolution	2	14	7
Organisms, Populations, and Ecosystems	9	22	12

YOUR STUDENT'S PERFORMANCE COMPARED

This table shows the percentage of students in each Performance Level in your school, district, and the state.

	School	District	State
Level 5	0%	16%	16%
Level 4	24%	13%	12%
Level 3	48%	35%	35%
Level 2	24%	24%	24%
Level 1	5%	12%	13%

Educational Performance Appendix

Appendix E

School Grades

2013-2014 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
*** This table contains the detailed information for non-high school grades. Additional information is available in the School Grades calculations guide at http://schoolgrades.fldoe.org/.**

District-School Number	District Number	District Name	School Number	School Name	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Points for Low 25%	Math Points for Low 25%	Middle School Acceleration	Participation Points	Middle School Acceleration Performance Points	High School Related Bonus Points	Percent Tested	Invalidity Reason for Lowest 25%, At Least 30 Points in 2013	Reading Gains for Lowest 25%, At Least 30 Points in 2013	Improvement of the Lowest 25% in Reading	Math Gains for Lowest 25% at Least 30 Points in 2013	Math Gains for Lowest 25%, at Least 30 Points in 2014	Improvement of the Lowest 25% in Math	FCAT 2.0 Reading % Satisfactory or Higher	25% or More of FCAT 2.0 Reading Scoring Satisfactory or Higher	Adjusted Reading % Satisfactory or Higher	Adjusted Math % Satisfactory or Higher	Adjusted Writing % Satisfactory or Higher	Total Points, Including Adjusted Points if Applicable	Did this school benefit from the new, better grade-earning methodology?	Scale	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Grade 2000	Grade 1999	Charter	School Type	Free or Reduced Price Lunch	Minority Rate	Region	Title I	A - Alternative School, F - ESE Center	Collocated Schools' Number, District + School Number Sequence	Was the collocated rule used?	The school types used for school's that were collocated.
065413	06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	55	50	65	50	66	70	75	77	NO			NA	508	100		YES			YES			55	YES	55	50	65	508	NA	800	B																		YES	02	96	91	5	YES	N			N	NA

2014-15 Informational Baseline School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at http://schoolgrades.fldoe.org/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	Mathematics Achievement	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2013-14	College and Career Acceleration 2013-14	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Informational Baseline Grade 2015	Was the collocated rule used?	Charter School	Title 1	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	14	29						43	2	22	100	F	N	YES	YES	N	02	88	83	5

2015-16 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at http://schoolgrades.fldoe.org/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2014-15	College and Career Acceleration 2014-15	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2016	Informational Baseline Grade 2015	Was the collocated rule used?	Collocated Number	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
06	BROWARD	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)	39	41		22	29							131	4	33	100	D	F	N		YES	YES	N	02	83	85	5

2016-17 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at
http://www.fldoe.org/accountability/accountability-reporting/school-grades/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2015-16	College and Career Acceleration 2015-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Grade 2000	Grade 1999	Was the collocated rule used?	Collocated Number	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	46	55	57	36	43	37	32	60	46			412	9	46	100	C	D	F	B																N		YES	YES	N	02	65.7	77.1	3

Educational Performance Appendix

Appendix F

FLDOE Reports

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

READINESS TO START SCHOOL

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE AND ANNUAL MEASURABLE OBJECTIVES (AMOs)

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
WHITE		*	*		24.1		40.9	
BLACK OR AFRICAN AMERICAN	*	*	59.1		39.7		22.9	
HISPANIC/LATINO	*	*	*		29.7		30.0	
ASIAN					3.5		2.6	
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1		0.1	
AMERICAN INDIAN OR ALASKA NATIVE					0.3		0.3	
TWO OR MORE RACES					2.6		3.2	
DISABLED		*	*		12.2		12.9	
ECONOMICALLY DISADVANTAGED	13	*	90.9		59.9		58.4	
ELL	*	*	*		13.7		12.4	
MIGRANT		*	*				0.6	
FEMALE	14		63.6		48.5		48.7	
MALE		*	*		51.5		51.4	
TOTAL	22		100.0		100.0		100.0	

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

READINESS TO START SCHOOL

The Florida Kindergarten Readiness Screener (FLKRS) is made up of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills, knowledge and behaviors a student demonstrates or needs to develop and the Florida Assessments for Instruction in Reading (FAIR).

Category	Number of Students and Where They Placed 2013-14	School % 2013-14	School % 2012-13	District % 2013-14	District % 2012-13	State % 2013-14	State % 2012-13

ECHOS Ready	N/A	N/A	N/A	88	0	91	0
ECHOS Not Ready	N/A	N/A	N/A	12	0	9	0
Total ECHOS	N/A						
FAIR Ready	N/A	N/A	N/A	76	0	73	0
FAIR Not Ready	N/A	N/A	N/A	24	0	27	0
Total FAIR	N/A						

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10. Percentages are rounded to the nearest whole integer after individual categories are tabulated; therefore totals may not equal 100%.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade. These results are used in the calculation of schools' Annual Measurable Objectives (AMOs). The AMO graduation rate target for all subgroups and all students is 85 percent or, if below 85 percent, an annual improvement of at least 2 percent.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			75.3	76.4	75.6	74.5
WHITE			83.0	83.6	80.5	79.4
BLACK OR AFRICAN AMERICAN			66.2	68.2	64.6	63.7
HISPANIC/LATINO			78.3	78.4	74.9	72.9
ASIAN			87.6	89.5	88.4	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	88.2	62.5
AM.INDIAN OR ALASKA NATIVE			72.5	66.7	76.8	69.7
TWO OR MORE RACES			86.8	80.4	79.7	78.6
DISABLED			52.8	51.6	52.3	47.7
ECONOMICALLY DISADVANTAGED			68.2	68.0	67.0	65.0
ELL			63.1	63.9	57.5	56.6
MIGRANT			#	33.3	65.4	64.8
AT-RISK (Low 25)*			50.2	54.2	51.6	50.1
FEMALE			79.6	81.3	79.7	78.9
MALE			71.1	71.7	71.6	70.2

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

Five-Year Graduation Rate

The five-year graduation rate shows the percentage of students who graduated with a standard high school diploma within five years of initial entry into ninth grade.

	School %		District %		State %	
	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
ALL STUDENTS			79.2	74.4	76.4	72.6
WHITE			85.0	82.0	80.9	77.8
BLACK OR AFRICAN AMERICAN			72.3	65.2	66.5	61.5
HISPANIC/LATINO			81.1	77.2	75.0	71.4
ASIAN			91.0	93.6	90.0	87.7
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			#	#	62.5	60.0

AM.INDIAN OR ALASKA NATIVE	69.4	58.1	71.6	71.7
TWO OR MORE RACES	82.4	79.1	80.5	77.2
DISABLED	54.2	46.1	50.6	47.4
ECONOMICALLY DISADVANTAGED	71.9	66.4	67.5	62.9
ELL	70.3	61.9	60.0	56.4
MIGRANT	41.7	57.1	66.7	63.3
AT-RISK (Low 25)*	58.8	52.4	53.2	49.7
FEMALE	83.9	79.4	80.5	77.0
MALE	74.7	69.7	72.4	68.4

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

	School %		District %		State %	
Racial/Ethnic Group	**2012-13**	**2011-12**	**2012-13**	**2011-12**	**2012-13**	**2011-12**
WHITE	N/A	0	1.5	0	1.5	0
BLACK OR AFRICAN AMERICAN	N/A	0	3.2	0	3.4	0
HISPANIC/LATINO	N/A	0	1.5	0	1.9	0
ASIAN	N/A	0	0.6	0	0.6	0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0	0.0	0	1.7	0
AM.INDIAN OR ALASKA NATIVE	N/A	0	2.4	0	2.4	0
TWO OR MORE RACES	N/A	0	1.4	0	1.7	0
FEMALE	N/A	0	1.6	0	1.7	0
MALE	N/A	0	2.6	0	2.4	0
TOTAL	N/A	0	2.1	0	1.9	0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2009-10 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethic Group	Number of Standard Diplomas Earned in 2009-2010	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE					66	59
BLACK OR AFRICAN AMERICAN					56	55
HISPANIC/LATINO					61	59
ASIAN					65	68
AMERICAN INDIAN OR ALASKA NATIVE					76	59
NATIVE HAWAIIAN OR	#	#	#	#	#	#

OTHER PACIFIC ISLANDER						
OTHER					64	58
DISABLED					51	43
ECONOMICALLY DISADVANTAGED					56	52
ELL					50	50
MIGRANT					50	42
FEMALE					64	62
MALE					58	54
UNKNOWN	#	#	#	#	#	#
TOTAL					61	58

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE				71	68
BLACK OR AFRICAN AMERICAN				58	54
HISPANIC/LATINO				65	62
ASIAN				77	81
AMERICAN INDIAN OR ALASKA NATIVE				69	61
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				72	64
DISABLED				49	47
ECONOMICALLY DISADVANTGED				57	56
ELL				60	62
MIGRANT				#	56
FEMALE				70	68
MALE				60	60
UNKNOWN	#	#	#	#	#
TOTAL				66	64

*IHE in any state.

STUDENT PERFORMANCE

Florida Comprehensive Assessment Test, (FCAT) 2.0

The FCAT 2.0 measures student performance in writing, science, reading and mathematics and is aligned to Florida's Next Generation Sunshine State Standards.

Florida End-of-Course (EOC) Assessments

In addition to FCAT 2.0 and FAA scores in each subject area, Florida's 2012-13 and 2013-14 accountability results in mathematics include Algebra 1 and Geometry EOC Assessment scores. Florida's 2012-13 and 2013-14 accountability results in science include Biology 1 EOC Assessment results. The Florida EOC Assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness. EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course descriptions.

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FCAT 2.0 and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect FCAT 2.0 data combined with FAA data for reading and writing. For mathematics and science, results include FCAT 2.0, FAA and EOC assessment results, as applicable. Results show proficiency attainment for students who were in attendance during both semesters of the school year.

Writing Assessment

For this measure, FCAT 2.0 Writing scores range from 1.0 (lowest) to 6.0 (highest). FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. The AMO writing target for all subgroups and all students is 90 percent scoring satisfactory or above or an annual improvement of at least 1%.

Writing Assessment Results (FCAT 2.0 and FAA)
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS	0	0	65	0	58	0
WHITE	0	0	73	0	62	0
BLACK OR AFRICAN AMERICAN	0	0	56	0	50	0
HISPANIC / LATINO	0	0	68	0	57	0
ASIAN	0	0	77	0	74	0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	0	N	0	N	0
AMERICAN INDIAN OR ALASKA NATIVE	0	0	68	0	58	0
TWO OR MORE RACES*	0	0	71	0	61	0
DISABLED	0	0	42	0	35	0
ECONOMICALLY DISADVANTAGED	0	0	59	0	52	0
ELL**	0	0	48	0	43	0
MIGRANT*	0	0	56	0	44	0
LOWEST 25%†	N	0	11	0		0
FEMALE*	0	0	72	0	65	0
MALE*	0	0	59	0	52	0

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes students currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†Outcomes are based on writing results for students identified in the Low 25% for reading. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

Reading, Mathematics and Science Assessments

On EOC assessments and the FCAT 2.0 reading, mathematics and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as proficient. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for proficiency.

FAA scores have been merged with the FCAT 2.0 scores for reporting purposes. For more information on Annual Measurable Objectives (AMOs), refer to the "Florida School Performance Grade and AMOs for ESEA Reporting" section below.

Reading Assessment Results (FCAT 2.0 and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	55	N	100	59	69	99	58	68	98
WHITE	N	N	N	75	80	99	70	77	98
BLACK OR AFRICAN AMERICAN	62	N	100	44	57	99	39	53	97
HISPANIC/LATINO	N	N	N	63	71	99	55	65	98
ASIAN	N	N	N	78	83	100	78	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	63	69	99	58	66	97
TWO OR MORE RACES*	N	N	N	70	N	99	64	N	98
DISABLED	N	N	N	32	50	99	29	47	99
ECONOMICALLY DISADVANTAGED	52	N	N	48	60	98	48	59	96
ELL**	N	N	100	37	51	99	34	49	98
MIGRANT*	N	N	N	29	N	97	34	N	96
LOWEST 25%†	N	N	0	11	N	0		N	
FEMALE*	71	N	100	62	N	99	61	N	98
MALE*	N	N	N	56	N	99	56	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Mathematics Assessment Results (FCAT 2.0, EOCs and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS	50	N	100	61	70	98	61	66	98
WHITE	N	N	N	75	81	98	70	74	98
BLACK OR AFRICAN AMERICAN	46	N	100	46	59	98	43	53	97
HISPANIC/LATINO	N	N	N	65	73	98	58	64	98
ASIAN	N	N	N	84	87	99	85	85	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	N	66	72	99	61	66	97
TWO OR MORE RACES*	N	N	N	69	N	98	63	N	98
DISABLED	N	N	N	34	53	99	32	48	98
ECONOMICALLY DISADVANTAGED	48	N	N	51	62	97	51	59	96
ELL**	N	N	100	45	59	98	42	54	98
MIGRANT*	N	N	N	30	N	98	46	N	96
LOWEST 25%†	N	N	0	22	N	0		N	
FEMALE*	64	N	100	62	N	98	61	N	98
MALE*	N	N	N	59	N	98	60	N	98

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for

ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.
Note: An 'N' indicates that no test results were reported.

Science Assessment Results (FCAT 2.0, EOCs and FAA)
Percent of Students Scoring Satisfactory and Above

	School %			District %			State %		
	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested	2013-14 Results	Annual Objective	% Tested
ALL STUDENTS				55		98	58		97
WHITE				71		98	69		98
BLACK OR AFRICAN AMERICAN				39		97	38		97
HISPANIC/LATINO				59		98	54		98
ASIAN				78		99	79		99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N	N	N	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE				55		98	59		97
TWO OR MORE RACES*				66		97	63		97
DISABLED				31		98	32		98
ECONOMICALLY DISADVANTAGED				44		96	47		96
ELL**				27		97	26		97
MIGRANT*				17		100	36		97
LOWEST 25%†				10		0			
FEMALE*				55		98	57		98
MALE*				56		97	59		97

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance. Note: An 'N' indicates that no test results were reported.

**Includes English language learners currently enrolled in ESOL programs.

†There is no AMO target for the Low 25% subgroup based on performance targets. The Low 25% target in Florida's school grades system, which is calculated for reading and math, is based on individual student learning gains – the percentage of students making gains. In Florida's school grading system, students are classified in the lowest performing 25% based on prior-year test scores and inclusion in learning gains calculations. Students must have current and prior-year test scores and be enrolled for a full academic year to qualify for inclusion in learning gains.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FCAT 2.0 and FAA)

	Reading		Math	
School	2013-14	2012-13	2013-14	2012-13
Grade 3				
Grade 4				
Grade 5				
Grade 6	55		50	
Grade 7				
Grade 8				
Grade 9				
Grade 10				

	Reading		Math	
District	2013-14	2012-13	2013-14	2012-13

Grade 3	58	57
Grade 4	62	65
Grade 5	61	57
Grade 6	62	57
Grade 7	60	60
Grade 8	61	59
Grade 9	54	76
Grade 10	55	59

	Reading		Math	
State Totals	**2013-14**	**2012-13**	**2013-14**	**2012-13**
Grade 3	58		59	
Grade 4	62		65	
Grade 5	62		58	
Grade 6	61		55	
Grade 7	58		59	
Grade 8	58		58	
Grade 9	54		75	
Grade 10	55		53	

FCAT 2.0 is only administered to Grades 3-8 for Math.

Percentage of Students Scoring at Each FCAT 2.0 and EOC Achievement Level, 2013-14

FCAT 2.0 SCIENCE & BIOLOGY 1 EOC

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS						20	27	28	12	13	17	26	30	13	14
WHITE						10	21	32	17	21	10	22	32	17	19
BLACK OR AFRICAN AMERICAN						30	32	25	8	5	29	34	25	7	5
HISPANIC/LATINO						17	26	30	14	13	20	28	29	12	10
ASIAN						8	16	28	19	30	7	15	27	19	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						18	29	27	14	13	15	28	32	14	11
TWO OR MORE RACES*						13	21	31	16	18	13	25	31	15	16
DISABLED						46	28	16	5	5	43	31	17	5	3
ECO. DISADVANTAGED						26	31	26	9	7	23	32	28	10	7
ELL**						43	31	17	5	4	41	34	18	4	3
MIGRANT*						52					30	36	23	7	4
FEMALE*						19	28	29	12	12	17	28	30	13	12
MALE*						21	26	27	13	14	18	25	29	14	15

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.
**Students enrolled in ESOL in the current year.

FCAT 2.0 READING

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS					43	17	25	25	21	11	17	25	25	21	11
WHITE						8	18	27	29	18	10	20	27	27	16
BLACK OR AFRICAN AMERICAN						26	31	24	14	5	29	33	22	12	4
HISPANIC/LATINO						15	23	27	23	12	20	26	26	19	9
ASIAN						8	14	23	29	25	8	15	23	29	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	21	28	25	9	17	27	27	21	9
TWO OR MORE RACES*						10	20	27	27	16	13	24	27	24	13
DISABLED						43	28	16	8	4	47	29	15	7	2

ECO. DISADVANTAGED	23	30	25	16	6	23	30	25	16	6
ELL**	33	31	21	12	3	35	32	21	10	2
MIGRANT*	38	36	17			34	34	21	9	3
FEMALE*	14	24	26	23	13	15	25	26	22	12
MALE*	20	25	25	20	10	20	25	25	20	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FCAT 2.0 MATH and ALGEBRA 1 EOC

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS			43			19	24	29	17	12	19	24	29	17	10
WHITE						10	18	30	24	19	12	21	31	22	14
BLACK OR AFRICAN AMERICAN						29	29	27	11	5	30	31	26	10	3
HISPANIC/LATINO						16	23	30	19	12	20	25	30	16	9
ASIAN						6	12	24	25	33	6	12	24	25	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*															
AMERICAN INDIAN OR ALASKA NATIVE						16	22	30	18	14	17	26	31	17	10
TWO OR MORE RACES*						13	21	29	21	15	16	24	30	19	12
DISABLED						44	26	18	7	4	46	27	18	6	2
ECO. DISADVANTAGED			45			25	28	28	13	6	25	28	29	13	6
ELL**						29	27	25	12	6	31	29	25	11	4
MIGRANT*						36	34	27			27	30	28	11	4
FEMALE*						17	24	29	18	12	17	25	30	17	11
MALE*						21	23	28	17	11	20	24	29	17	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FCAT 2.0 in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2013-14.

ELL	School	District	State
Reading		1,248	13,057
Math		1,282	13,478
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2013 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FCAT 2.0:

FCAT 2.0 Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/asp/naep/.

NAEP 2013 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	90	90	90	89	85	83	89	84
ELL	93	96	87	93	89	92	86	90

NAEP Math 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	242	241	16	18	44	41	34	34	6	8	84	82
*														
WHITE	40	51	251	250	8	9	39	37	44	43	10	10	92	91
BLACK	22	16	228	224	28	34	52	48	19	17	1	1	72	66
HISPANIC	31	25	238	230	18	27	46	47	32	24	5	2	82	73
DISABLED	15	13	226	218	33	45	45	38	20	16	2	2	67	55
ECO. DISADVANTAGED	61	54	233	230	22	27	50	47	25	23	2	2	78	73
ELL	10	11	218	219	40	41	49	45	11	13		1	60	59

*Asian and Indian subgroups were too small to report.

NAEP Math 2013 - State Level Results

% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	

GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	281	284	30	27	40	39	24	26	7	8	70	73
*														
WHITE	44	53	291	293	19	17	41	39	31	33	10	11	81	83
BLACK	21	15	264	263	49	49	37	38	12	12	2	2	51	51
HISPANIC	29	23	274	271	35	38	41	41	20	18	4	3	65	62
DISABLED	12	12	255	248	59	66	31	26	9	7	1	1	41	34
ECO. DISADVANTAGED	56	50	271	270	39	39	41	41	17	17	3	3	61	61
ELL	5	5	243	245	72	69	23	25	4	4	1	1	28	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	227	221	25	33	36	33	30	26	9	8	75	67
*														
WHITE	40	51	236	231	15	21	36	34	37	33	12	11	85	79
BLACK	22	15	212	205	43	50	37	32	17	15	3	2	57	50
HISPANIC	31	25	225	207	27	48	37	33	29	17	7	3	73	52
DISABLED	14	12	204	184	53	69	27	20	16	9	4	2	47	31
ECO. DISADVANTAGED	60	54	218	207	34	47	39	34	23	17	4	3	66	53
ELL	10	10	199	187	59	69	31	24	9	6	1	1	41	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2013 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	266	266	23	23	43	42	30	31	3	4	77	77
*														
WHITE	44	53	274	275	16	15	42	41	38	39	5	5	84	85
BLACK	21	15	254	250	34	40	47	44	18	15	1	1	66	60
HISPANIC	28	23	260	255	27	33	46	46	25	20	2	1	73	67
DISABLED	12	11	243	231	50	62	37	30	13	8			50	38
ECO. DISADVANTAGED	56	49	257	254	30	34	47	46	22	19	1	1	70	66
ELL	4	5	226	225	70	70	27	26	3	3			30	30

*Asian and Indian subgroups were too small to report.

INTERNATIONAL SURVEYS

TIMSS is an international comparative study of student performance in mathematics and science at the fourth and eighth grade levels. It collects data on achievement, experiences, and attitudes of fourth- and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

TIMSS 2011

High International Benchmark and Higher

	Florida	Annual Objective
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

PIRLS is an international comparative study of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

PIRLS 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

PISA is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

PISA 2012 Results - 15 year olds

	Level 4+	
	Florida	Target - 10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2013-14.

Staff Type	Total Number for 2013-14	Number Newly Hired for 2013-14	School %	District %	State %
Instructional Staff	0	5	0.0	20.7	20.4
School-Based Administrators	0	1	0.0	20.8	26.6
Total	0	6	0.0	20.7	20.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
Bachelor's Degree				57.9		66.0	
Master's Degree				38.8		31.9	
Specialist Degree				1.9		1.1	
Doctorate				1.5		1.0	
Total All Degrees				100.0		100.0	

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out of field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that

teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	0.0	0.0	0.0
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	0.0	0.0

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %		State %		
Classes Not Taught by Highly Qualified Teachers		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
June	0.0	7.4	4.5	93.1	7.4	8.7	11.1
July	0.0	3.3	4.5	0.0	12.5	7.3	35.5
October	0.0	4.8	6.4	3.1	5.8	6.4	5.5
February	0.0	5.1	7.0	3.3	5.8	6.3	5.1
Combined All Year	0.0	5.0	6.7	3.4	5.9	6.3	5.7

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities. High schools will receive a grade based 50 percent on state assessment-based measures and 50 percent on other measures, including graduation rates, accelerated curricula and college readiness. Those grades will not be available until near the end of the calendar year. For those schools, a "P" (pending) appears in place of their grades.

2013-14 School Performance Grade*: B

*Certain school grades may be subject to modification pending appeal.

Progress of the Lowest Performing 25% of Students, 2013-14

Components of the school grade calculation include learning gains of the lowest performing students in reading and mathematics. The following table provides information on the points earned based on learning gains made by students in the lowest quartile in the current year.

School Results	
Mathematics Low 25%, Points Earned*	Reading Low 25%, Points Earned*
2013-14	2013-14
77	75

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Focus schools are identified as schools for which the most recent grade is “D” as well as Title 1 schools graded “C” or higher for which the federal four-year graduation rate was lower than 60%. Priority schools are identified as schools for which the most recent grade is “F.” Reward schools are schools that were graded “A”; improved a letter grade; were rated “Improving” in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2013-14

District Number	School Number	School Name
6	21	POMPANO BEACH MIDDLE SCHOOL
6	151	RIVERLAND ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	271	DILLARD ELEMENTARY SCHOOL
6	321	WALKER ELEMENTARY (MAGNET)
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	481	MCNICOL MIDDLE SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	611	SUNLAND PARK ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	701	PARKWAY MIDDLE SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1131	PALMVIEW ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2231	NORTH LAUDERDALE ELEMENTARY
6	2551	CORAL SPRINGS ELEMENTARY SCHL
6	2611	BAIR MIDDLE SCHOOL
6	2691	MORROW ELEMENTARY SCHOOL
6	2811	PINEWOOD ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	3221	CHARLES DREW ELEMENTARY SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3761	PARK LAKES ELEMENTARY SCHOOL

Priority Schools, 2013-14

District Number	School Number	School Name
6	431	LAUDERDALE MANORS ELEMENTARY
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	1391	LAUDERHILL MIDDLE SCHOOL
6	1611	MARTIN LUTHER KING ELEMENTARY
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL

Reward Schools, 2012-13

District Number	School Number	School Name
6	111	HOLLYWOOD HILLS ELEM. SCHOOL
6	171	SOUTH BROWARD HIGH SCHOOL
6	185	POMPANO BEACH H. S.
6	211	STRANAHAN HIGH SCHOOL
6	241	MCARTHUR HIGH SCHOOL
6	371	DILLARD HIGH SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	403	HALLANDALE HIGH SCHOOL
6	491	HARBORDALE ELEMENTARY SCHOOL
6	611	SUNLAND PARK ELEMENTARY SCHOOL
6	641	BAYVIEW ELEMENTARY SCHOOL

6	851	FLORANADA ELEMENTARY SCHOOL
6	861	DRIFTWOOD MIDDLE SCHOOL
6	871	BRIGHT HORIZONS
6	891	SANDERS PARK ELEMENTARY SCHOOL
6	901	CRESTHAVEN ELEMENTARY SCHOOL
6	951	FORT LAUDERDALE HIGH SCHOOL
6	1151	CORAL SPRINGS HIGH SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1241	NORTHEAST HIGH SCHOOL
6	1271	NOVA DWIGHT D. EISENHOWER ELEM
6	1281	NOVA HIGH SCHOOL
6	1282	NOVA BLANCHE FORMAN ELEMENTARY
6	1291	WILLIAM T. MCFATTER TECH. CTR
6	1311	NOVA MIDDLE SCHOOL
6	1711	DEERFIELD BEACH HIGH SCHOOL
6	1751	MIRAMAR HIGH SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	1931	COOPER CITY HIGH SCHOOL
6	2011	CORAL COVE ELEMENTARY SCHOOL
6	2041	BEACHSIDE MONTESSORI VILLAGE
6	2221	ATLANTIC TECHNICAL CENTER
6	2541	FLAMINGO ELEMENTARY SCHOOL
6	2571	PIONEER MIDDLE SCHOOL
6	2641	CENTRAL PARK ELEMENTARY SCHOOL
6	2681	WESTCHESTER ELEMENTARY SCHOOL
6	2751	J. P. TARAVELLA HIGH SCHOOL
6	2801	DAVIE ELEMENTARY SCHOOL
6	2831	WESTERN HIGH SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2942	EVERGLADES ELEMENTARY SCHOOL
6	2961	CHAPEL TRAIL ELEMENTARY SCHOOL
6	2971	SILVER LAKES MIDDLE SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3011	MARJORY STONEMAN DOUGLAS HS
6	3081	SILVER RIDGE ELEMENTARY SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3171	PARK SPRINGS ELEMENTARY SCHOOL
6	3181	INDIAN TRACE ELEMENTARY SCHOOL
6	3321	VIRGINIA SHUMAN YOUNG ELEM
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3391	CHARLES W FLANAGAN HIGH SCHOOL
6	3441	EAGLE RIDGE ELEMENTARY SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3481	TRADEWINDS ELEMENTARY SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3531	FOX TRAIL ELEMENTARY SCHOOL
6	3541	MONARCH HIGH SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3581	SILVER SHORES ELEMENTARY SCHL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3642	GATOR RUN ELEMENTARY SCHOOL
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3731	EVERGLADES HIGH SCHOOL
6	3771	CHALLENGER ELEMENTARY SCHOOL

6	3781	PARK TRAILS ELEMENTARY SCHOOL
6	3841	MANATEE BAY ELEMENTARY SCHOOL
6	3861	CORAL GLADES HIGH SCHOOL
6	3871	WESTGLADES MIDDLE SCHOOL
6	3961	HERON HEIGHTS ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL
6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5006	SOMERSET PREP ACADEMY HIGH AT N LAUDERDALE
6	5012	FRANKLIN ACADEMY A
6	5024	IMAGINE MIDDLE SCHOOL AT BROWARD
6	5042	IMAGINE MIDDLE SCHOOL WEST
6	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY
6	5051	CITY OF PEMBROKE PINES CHARTER
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5111	IMAGINE CHARTER SCHOOL AT WESTON
6	5121	CITY/PEMBROKE PINES CHARTER HS
6	5141	SOMERSET ACADEMY
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5211	SOMERSET ACADEMY DAVIE CHARTER
6	5221	SOMERSET ACADEMY CHARTER HIGH
6	5355	EAGLES NEST ELEMENTARY CHARTER SCHOOL
6	5362	HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE
6	5391	SOMERSET ACADEMY EAST PREPARATORY
6	5396	SOMERSET ARTS CONSERVATORY
6	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5410	BEN GAMLA CHARTER SCHOOL
6	7004	BROWARD VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

AMOs for ESEA Reporting

Under reporting requirements of Florida's ESEA* flexibility waiver, Florida has included the following information in applicable sections of this annual report.

For the "all students" group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), this report includes:

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the state's Annual Measurable Objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and
- graduation rates for high schools.

Florida also includes information on progress of the lowest performing 25% of students in mathematics and reading as part of its annual reporting of AMOs.

Additional detailed information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available at http://schoolgrades.fldoe.org/default.asp.

*ESEA is an acronym for the Elementary and Secondary Education Act.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	*	*	*	*	23.2	24.1	40.2	40.9
BLACK OR AFRICAN AMERICAN	*	*	45.8	59.1	39.7	39.7	22.7	22.9
HISPANIC/LATINO	*	*	41.7	*	30.6	29.7	30.7	30.0
ASIAN					3.5	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.1	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.3
TWO OR MORE RACES					2.6	2.6	3.3	3.2
DISABLED	*	*	*	*	12.4	12.2	13.0	12.9
ECONOMICALLY DISADVANTAGED	*	11	83.3	90.9	61.5	59.9	58.4	58.4
ELL	*	*	*	*	14.3	13.7	12.4	12.4
MIGRANT				*			0.5	0.6
FEMALE	12		50.0	63.6	48.4	48.5	48.7	48.7
MALE		12	50.0	*	51.6	51.5	51.4	51.4
TOTAL	24		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13
ALL STUDENTS			74.2	75.3	76.1	75.6

WHITE	83.4	83.0	81.7	80.5
BLACK OR AFRICAN AMERICAN	63.9	66.2	64.7	64.6
HISPANIC/LATINO	77.9	78.3	75.0	74.9
ASIAN	88.8	87.6	89.2	88.4
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	50.0	#	75.6	88.2
AM.INDIAN OR ALASKA NATIVE	74.7	72.5	73.8	76.8
TWO OR MORE RACES	75.9	86.8	80.1	79.7
DISABLED	52.5	52.8	55.1	52.3
ECONOMICALLY DISADVANTAGED	66.8	68.2	67.7	67.0
ELL	57.7	63.1	55.8	57.5
MIGRANT	#	#	65.5	65.4
AT-RISK (Low 25)*	44.2	50.2	50.0	51.6
FEMALE	79.1	79.6	79.9	79.7
MALE	69.4	71.1	72.5	71.6

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

	School %		District %		State %	
Racial/Ethnic Group	**2013-14**	**2012-13**	**2013-14**	**2012-13**	**2013-14**	**2012-13**
WHITE	N/A	N/A	1.2	1.5	1.3	1.5
BLACK OR AFRICAN AMERICAN	N/A	N/A	2.8	3.2	3.0	3.4
HISPANIC/LATINO	N/A	N/A	1.5	1.5	2.0	1.9
ASIAN	N/A	N/A	0.6	0.6	0.5	0.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	1.6	0.0	1.2	1.7
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	1.4	2.4	1.7	2.4
TWO OR MORE RACES	N/A	N/A	1.2	1.4	1.3	1.7
FEMALE	N/A	N/A	1.4	1.6	1.5	1.7
MALE	N/A	N/A	2.4	2.6	2.2	2.4
TOTAL	N/A	N/A	1.9	2.1	1.9	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2010-11 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2010-2011	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE			84	75	
BLACK OR AFRICAN AMERICAN			78	76	
HISPANIC/LATINO			81	75	
ASIAN			90	88	
AMERICAN INDIAN OR			96	77	

ALASKA NATIVE						
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	#	#
OTHER					81	77
DISABLED					70	58
ECONOMICALLY DISADVANTAGED					75	69
ELL					72	69
MIGRANT					75	58
FEMALE					84	80
MALE					78	71
UNKNOWN	#		#	#	#	#
TOTAL					81	76

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE				76	70
BLACK OR AFRICAN AMERICAN				58	56
HISPANIC/LATINO				68	65
ASIAN				84	83
AMERICAN INDIAN OR ALASKA NATIVE				53	65
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				66	65
DISABLED				52	49
ECONOMICALLY DISADVANTGED				61	58
ELL				68	64
MIGRANT				#	57
FEMALE				72	70
MALE				64	62
UNKNOWN	#	#	#	#	#
TOTAL				68	67

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*Enrollment in an IHE includes students enrolled in any institution of higher education that participates in the National Student Clearinghouse.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the new Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2 (2014-15). For ELA and mathematics assessments, the FSA replaced the Florida Comprehensive Assessment Test (FCAT) 2.0 and Algebra 1 and Geometry End-of-Course

(EOC) assessments aligned to the Next Generation Sunshine State Standards (NGSSS). In science, Florida continues to administer the Statewide Science Assessment in grades 5 and 8 and the Biology 1 EOC assessment, aligned to the NGSSS (2013-14 and 2014-15).

Florida Alternate Assessment (FAA) for Students with Disabilities

The FAA is designed for students whose participation in the general statewide assessment (FSA and EOC) is not appropriate, even with accommodations. The FAA measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA (2014-15) or NGSSS assessment data, as applicable, combined with FAA data for ELA results (2014-15) and for reading and writing results (2013-14). Beginning in 2014-15, Florida's state assessment in ELA included sections for both reading comprehension and writing. As of 2014-15, writing is no longer a stand-alone subject for state assessments, having been combined with reading for the state's ELA measure. For mathematics and science, results include FSA or NGSSS, FAA and EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On EOC assessments and the FSA ELA and mathematics and NGSSS science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. The FAA is scored on nine performance levels, with FAA Level 4 establishing the minimum level for satisfactory attainment.

English Language Arts Assessment Results (FSA and FAA)
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	14	100	55	99	54	99
WHITE	N	N	70	99	65	99
BLACK OR AFRICAN AMERICAN	10	100	38	99	34	99
HISPANIC/LATINO	N	100	59	99	51	99
ASIAN	N	N	77	100	77	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	57	99	53	99
TWO OR MORE RACES	N	N	63	99	58	99
DISABLED	N	N	26	99	25	98
ECONOMICALLY DISADVANTAGED	6	100	43	99	43	99
ELL**	N	N	33	99	30	99
MIGRANT	N	N	15	98	30	99
LOWEST 25%						
FEMALE	18	100	60	99	59	99
MALE	10	100	50	99	49	99

An "N" indicates no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Mathematics Assessment Results (FSA, EOCs and FAA)
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS	29	100	55	97	54	98
WHITE	N	N	71	97	64	97
BLACK OR AFRICAN AMERICAN	10	100	39	96	35	97
HISPANIC/LATINO	N	100	60	97	51	98
ASIAN	N	N	80	97	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	95	54	97
TWO OR MORE RACES	N	N	64	97	58	98

DISABLED	N	N	31	96	29	96
ECONOMICALLY DISADVANTAGED	18	100	45	97	44	97
ELL**	N	N	42	98	38	98
MIGRANT	N	N	24	100	39	98
LOWEST 25%						
FEMALE	36	100	56	97	54	98
MALE	20	100	55	97	54	97

An "N" indicates no test results were reported.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Science Assessment Results (Statewide Science Assessmemt or NGSSS, EOCs and FAA)

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2014-15 Results	% Tested	2014-15 Results	% Tested	2014-15 Results	% Tested
ALL STUDENTS			55	98	57	98
WHITE			71	98	69	98
BLACK OR AFRICAN AMERICAN			39	97	37	97
HISPANIC/LATINO			60	98	53	98
ASIAN			75	99	80	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE			66	99	58	97
TWO OR MORE RACES			62	98	61	98
DISABLED			29	96	30	96
ECONOMICALLY DISADVANTAGED			45	98	46	97
ELL			29	98	26	98
MIGRANT			19	100	36	97
LOWEST 25%						
FEMALE			55	98	56	98
MALE			55	98	58	97

An "N" indicates no test results were reported.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA, EOC, and FAA)

School	ELA 2014-15	Math 2014-15
Grade 3		
Grade 4		
Grade 5		
Grade 6	14	29
Grade 7		
Grade 8		
Grade 9		
Grade 10		

District	ELA 2014-15	Math 2014-15
Grade 3	53	59
Grade 4	54	61
Grade 5	52	58
Grade 6	53	53
Grade 7	55	58
Grade 8	60	65

Grade 9	56	59
Grade 10	54	48

State Totals	ELA 2014-15	Math 2014-15
Grade 3	54	60
Grade 4	55	61
Grade 5	53	56
Grade 6	52	53
Grade 7	53	57
Grade 8	57	61
Grade 9	54	55
Grade 10	53	44

FSA is only administered to Grades 3-8 for Math.

Percentage of Students Scoring at Each FSA or NGSSS and EOC Achievement Level, 2014-15

SCIENCE & BIOLOGY 1 EOC

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS						20	26	28	12	13	18	26	29	13	14
WHITE						10	20	31	17	22	10	22	32	17	19
BLACK OR AFRICAN AMERICAN						30	32	25	8	5	31	33	24	7	5
HISPANIC/LATINO						18	25	30	13	14	22	28	29	12	10
ASIAN						9	17	27	16	32	8	15	27	18	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*								40			17	27	31	14	12
AMERICAN INDIAN OR ALASKA NATIVE						15	20	38	13	14	17	28	32	12	12
TWO OR MORE RACES						14	24	31	14	17	14	25	31	14	16
DISABLED						47	28	16	4	5	45	30	17	4	4
ECO. DISADVANTAGED						27	30	27	9	7	25	31	28	10	7
ELL**						45	30	17	5	4	45	32	17	4	2
MIGRANT*											32	34	23	7	4
FEMALE						19	27	29	12	12	18	27	30	13	12
MALE						21	25	27	12	14	19	25	28	13	15

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	54					23	24	24	19	9	22	25	25	19	9
WHITE						11	19	27	27	16	14	22	27	25	13
BLACK OR AFRICAN AMERICAN						34	29	21	12	4	36	31	20	10	3
HISPANIC/LATINO						21	23	26	21	10	25	26	25	17	7
ASIAN						10	15	23	28	24	9	15	23	29	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						14	24	30	25	6	20	26	27	20	8
AMERICAN INDIAN OR ALASKA NATIVE						20	24	26	21	9	24	26	26	18	7
TWO OR MORE RACES*						14	23	26	24	13	18	25	26	21	10
DISABLED						54	25	13	6	2	56	25	13	5	1
ECO. DISADVANTAGED	60					30	28	23	14	5	30	29	23	14	4
ELL**						44	27	19	8	2	45	29	18	7	1
MIGRANT*						42	42				40	32	19	8	2
FEMALE*						18	23	25	22	11	18	24	26	21	11
MALE*						27	25	23	17	8	26	26	24	17	7

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

	FSA MATH and EOC's														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	50					26	19	26	16	12	27	21	27	16	10
WHITE						14	15	29	23	19	18	18	30	20	13
BLACK OR AFRICAN AMERICAN						39	23	24	10	4	42	24	22	9	3
HISPANIC/LATINO						23	19	28	18	12	30	21	27	14	7
ASIAN						10	11	22	24	33	10	12	24	24	30
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						12	21	35	19	13	23	20	27	18	11
AMERICAN INDIAN OR ALASKA NATIVE						22	19	27	17	14	26	22	29	15	9
TWO OR MORE RACES*						18	18	29	20	14	22	21	29	18	11
DISABLED						52	21	16	7	4	55	21	16	6	2
ECO. DISADVANTAGED	55					34	22	26	13	6	34	23	26	12	5
ELL**						39	21	22	12	6	42	23	22	10	4
MIGRANT						44	31	20			38	24	25	10	3
FEMALE						25	20	27	16	11	26	21	28	16	9
MALE						27	19	25	16	12	28	20	27	16	10

Note: A blank cell indicates a subgroup too small to report or that no test results were reported.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Comprehensive English Language Learning Assessment (CELLA) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA in reading. These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the AMO mathematics and reading proficiency calculations for 2014-15.

ELL	School	District	State
Reading		2,675	21,959
Math		2,667	21,812
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2015 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart compares the achievement levels between NAEP and the FSA:

FSA 2.0 Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 04 and grade 08 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/asp/naep/.

NAEP 2015 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	89	89	90	93	87	86	87
ELL	91	95	86	93	90	93	73	90

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	243	240	15	19	36	35	35	32	7	7	85	81
*														
WHITE	43	49	251	248	7	10	28	29	43	41	11	10	93	90
BLACK	21	15	228	224	29	35	49	45	20	18	1	1	71	65
HISPANIC	29	26	240	230	16	27	41	44	33	23	5	3	84	73
DISABLED	16	13	228	217	30	46	44	36	20	14	3	2	70	54
ECO. DISADVANTAGED	61	55	235	229	20	28	46	46	28	22	3	2	80	72
ELL	9	11	220	218	38	43	48	41	12	14	1	1	62	57

*Asian and Indian subgroups were too small to report.

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8	64	70
*														
WHITE	41	51	285	291	25	19	27	29	28	33	8	10	75	81
BLACK	23	15	258	260	55	53	33	34	10	11	1	1	45	47
HISPANIC	31	25	272	269	39	40	35	38	18	16	4	3	61	60
DISABLED	13	12	249	246	68	68	25	23	5	7	1	1	32	32
ECO.	63	52	266	268	45	42	37	38	14	16	2	2	56	58

DISADVANTAGED														
ELL	6	6	240	246	77	69	19	25	4	4	1		23	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	227	221	25	32	44	35	31	27	8	8	75	68
*														
WHITE	43	49	235	232	16	21	24	22	38	35	11	11	84	79
BLACK	21	15	213	206	42	49	36	31	18	16	2	2	58	51
HISPANIC	29	26	224	208	29	46	30	30	27	18	7	3	71	54
DISABLED	17	13	205	186	52	67	30	19	14	10	2	2	48	33
ECO. DISADVANTAGED	61	55	220	209	32	44	35	32	25	18	4	3	68	56
ELL	19	11	201	189	59	68	31	23	8	7	1	1	41	32

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3	75	75
*														
WHITE	41	51	272	273	17	16	39	38	36	38	4	4	83	84
BLACK	23	15	251	247	37	42	47	42	14	14	1	1	63	58
HISPANIC	31	25	260	253	28	35	45	44	25	19	1	1	72	65
DISABLED	13	12	239	229	54	64	38	28	8	8			50	38
ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1	69	64
ELL	5	6	226	223	70	72	28	25	2	3			30	28

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 2011

	High International Benchmark and Higher	
	Florida	**Annual Objective**
Grade 4 Mathematics	47%	47%
Grade 8 Mathematics	31%	30%
Grade 4 Science	48%	44%
Grade 8 Science	42%	40%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida	Target - 10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2014-15.

Staff Type	Total Number for 2014-15	Number Newly Hired for 2014-15	School %	District %	State %
Instructional Staff	3	2	66.7	19.5	21.4
School-Based Administrators	1	1	100.0	13.9	25.9
Total	4	3	75.0	19.2	21.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
Bachelor's Degree				58.4	57.9	65.9	66.0
Master's Degree				38.2	38.8	32.0	31.9
Specialist Degree				1.9	1.9	1.1	1.1
Doctorate				1.4	1.5	1.0	1.0
Total All Degrees				100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	90.9	94.1
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	9.1	5.9

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %			State %		
Classes Not Taught by Highly Qualified Teachers		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
TOTAL	0.0	5.6	8.8	3.0	5.5	5.4	6.7

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2014-15 School Performance Grade: F

Progress of the Lowest Performing 25% of Students, 2014-15

Learning gains were not calculated in 2014-15. In order to calculate learning gains, the FDOE needs two years of assessment information. The FSA was new in 2014-15, so there was not two years of assessment data to calculate learning gains.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Focus schools are identified as schools for which the most recent grade is “D” as well as Title 1 schools graded “C” or higher for which the federal four-year graduation rate was lower than 60%. Priority schools are identified as schools for which the most recent grade is “F.” Reward schools are schools that were graded “A”; improved a letter grade; were rated “Improving” in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2014-15

District Number	School Number	School Name
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	2511	ATLANTIC WEST ELEMENTARY SCHL
6	2691	MORROW ELEMENTARY SCHOOL
6	2811	PINEWOOD ELEMENTARY SCHOOL
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5041	CENTRAL CHARTER SCHOOL
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL
6	5403	BROWARD COMMUNITY CHARTER WEST
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL

6	5418	HENRY MCNEAL TURNER LEARNING ACADEMY
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

Priority Schools, 2014-15

District Number	School Number	School Name
6	321	WALKER ELEMENTARY (MAGNET)
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1391	LAUDERHILL 6-12
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	MARTIN LUTHER KING ELEMENTARY
6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	5055	BROWARD CHARTER SCHOOL OF SCIENCE AND TECHNOL
6	5387	SOMERSET ACADEMY HOLLYWOOD
6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5417	IGENERATION EMPOWERMENT ACADEMY OF BROWARD

Reward Schools, 2014-15

District Number	School Number	School Name
6	101	DANIA ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	171	SOUTH BROWARD HIGH SCHOOL
6	185	POMPANO BEACH H. S.
6	191	WILTON MANORS ELEMENTARY SCHOOL
6	361	BLANCHE ELY HIGH SCHOOL
6	491	HARBORDALE ELEMENTARY SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	641	BAYVIEW ELEMENTARY SCHOOL
6	691	STIRLING ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	731	TROPICAL ELEMENTARY SCHOOL
6	761	MEADOWBROOK ELEMENTARY SCHOOL
6	841	MCNAB ELEMENTARY SCHOOL
6	851	FLORANADA ELEMENTARY SCHOOL
6	951	FORT LAUDERDALE HIGH SCHOOL
6	1051	SHERIDAN TECHNICAL COLLEGE
6	1171	SUNSHINE ELEMENTARY SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1271	NOVA DWIGHT D. EISENHOWER ELEM
6	1281	NOVA HIGH SCHOOL
6	1282	NOVA BLANCHE FORMAN ELEMENTARY
6	1291	WILLIAM T. MCFATTER TECHNICAL COLLEGE
6	1311	NOVA MIDDLE SCHOOL
6	1391	LAUDERHILL 6-12
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1671	C. ROBERT MARKHAM ELEMENTARY
6	1741	BOYD H. ANDERSON HIGH SCHOOL

6	1931	COOPER CITY HIGH SCHOOL
6	2021	GLADES MIDDLE SCHOOL
6	2041	BEACHSIDE MONTESSORI VILLAGE
6	2221	ATLANTIC TECHNICAL COLLEGE
6	2511	ATLANTIC WEST ELEMENTARY SCHL
6	2541	FLAMINGO ELEMENTARY SCHOOL
6	2561	CORAL SPRINGS MIDDLE SCHOOL
6	2571	PIONEER MIDDLE SCHOOL
6	2641	CENTRAL PARK ELEMENTARY SCHOOL
6	2661	PEMBROKE LAKES ELEMENTARY SCHL
6	2671	NOB HILL ELEMENTARY SCHOOL
6	2681	WESTCHESTER ELEMENTARY SCHOOL
6	2751	J. P. TARAVELLA HIGH SCHOOL
6	2831	WESTERN HIGH SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2942	EVERGLADES ELEMENTARY SCHOOL
6	2961	CHAPEL TRAIL ELEMENTARY SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3011	MARJORY STONEMAN DOUGLAS HS
6	3031	RIVERSIDE ELEMENTARY SCHOOL
6	3041	CORAL PARK ELEMENTARY SCHOOL
6	3061	SANDPIPER ELEMENTARY SCHOOL
6	3081	SILVER RIDGE ELEMENTARY SCHOOL
6	3091	WINSTON PARK ELEMENTARY SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3121	QUIET WATERS ELEMENTARY SCHOOL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3171	PARK SPRINGS ELEMENTARY SCHOOL
6	3181	INDIAN TRACE ELEMENTARY SCHOOL
6	3191	EMBASSY CREEK ELEMENTARY SCHOOL
6	3321	VIRGINIA SHUMAN YOUNG ELEM
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3391	CHARLES W FLANAGAN HIGH SCHOOL
6	3401	SAWGRASS ELEMENTARY SCHOOL
6	3431	SAWGRASS SPRINGS MIDDLE SCHOOL
6	3441	EAGLE RIDGE ELEMENTARY SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3481	TRADEWINDS ELEMENTARY SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3531	FOX TRAIL ELEMENTARY SCHOOL
6	3541	MONARCH HIGH SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3642	GATOR RUN ELEMENTARY SCHOOL
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3731	EVERGLADES HIGH SCHOOL
6	3741	COCONUT PALM ELEMENTARY SCHOOL
6	3751	DOLPHIN BAY ELEMENTARY SCHOOL
6	3781	PARK TRAILS ELEMENTARY SCHOOL
6	3841	MANATEE BAY ELEMENTARY SCHOOL
6	3851	COLLEGE ACADEMY AT BCC
6	3871	WESTGLADES MIDDLE SCHOOL
6	3961	HERON HEIGHTS ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL

6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5010	FRANKLIN ACADEMY B
6	5012	FRANKLIN ACADEMY A
6	5021	SOMERSET NEIGHBORHOOD SCHOOL
6	5024	IMAGINE SCHOOLS AT BROWARD
6	5037	FRANKLIN ACADEMY E
6	5041	CENTRAL CHARTER SCHOOL
6	5042	IMAGINE MIDDLE SCHOOL WEST
6	5044	IMAGINE SCHOOL SOUTH CAMPUS
6	5046	FRANKLIN ACADEMY F
6	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY
6	5051	CITY OF PEMBROKE PINES CHARTER
6	5052	WEST BROWARD ACADEMY AT EXCELSIOR
6	5054	SOMERSET MIRAMAR SOUTH K-5
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5111	IMAGINE CHARTER SCHOOL AT WESTON
6	5121	CITY/PEMBROKE PINES CHARTER HS
6	5141	SOMERSET ACADEMY
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5211	SOMERSET ACADEMY DAVIE CHARTER
6	5221	SOMERSET ACADEMY CHARTER HIGH
6	5271	CHARTER SCHOOL OF EXCELLENCE AT DAVIE
6	5322	PIVOT CHARTER SCHOOL
6	5325	HOLLYWOOD ACAD OF ARTS & SCIEN
6	5362	HOLLYWOOD ACADEMY OF ARTS AND SCIENCE MIDDLE
6	5371	NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE
6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5393	EXCELSIOR CHARTER OF BROWARD
6	5396	SOMERSET ARTS CONSERVATORY
6	5397	CHARTER SCHOOLS OF EXCELLENCE RIVERLAND
6	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5410	BEN GAMLA CHARTER SCHOOL
6	7004	BROWARD VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District

SOMERSET ACADEMY POMPANO MIDDLE (6-8)

GRADES: 6-8

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
WHITE	*	*	*	*	22.3	23.2	39.5	40.2
BLACK OR AFRICAN AMERICAN	*	*	*	45.8	39.4	39.7	22.5	22.7
HISPANIC/LATINO	*	*	*	41.7	31.7	30.6	31.5	30.7
ASIAN					3.6	3.5	2.6	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER					0.1	0.1	0.2	0.1
AMERICAN INDIAN OR ALASKA NATIVE					0.3	0.3	0.3	0.3
TWO OR MORE RACES	*		*		2.6	2.6	3.4	3.3
DISABLED	*	*	*	*	12.6	12.4	13.1	13.0
ECONOMICALLY DISADVANTAGED***	*	*	88.9	83.3	60.9	61.5	58.8	58.4
ELL	*	*	*	*	15.0	14.3	13.0	12.4
MIGRANT							0.5	0.5
FEMALE	*		*	50.0	48.5	48.4	48.7	48.7
MALE		*	*	50.0	51.5	51.6	51.4	51.4
TOTAL	18		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision.
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

A list of CEP eligible schools is located at
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
ALL STUDENTS			76.6	74.2	77.9	76.1
WHITE			85.2	83.4	82.8	81.7
BLACK OR AFRICAN AMERICAN			67.3	63.9	68.0	64.7
HISPANIC/LATINO			80.0	77.9	76.7	75.0
ASIAN			90.8	88.8	90.9	89.2
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			72.2	50.0	82.6	75.6
AM.INDIAN OR ALASKA NATIVE			82.8	74.7	75.7	73.8
TWO OR MORE RACES			85.2	75.9	81.5	80.1
DISABLED			55.0	52.5	56.8	55.1
ECONOMICALLY DISADVANTAGED			70.7	66.8	70.4	67.7
ELL			59.7	57.7	59.5	55.8
MIGRANT			#	#	67.0	65.5
AT-RISK (Low 25)*			50.3	44.2	52.3	50.0
FEMALE			81.3	79.1	81.7	79.9
MALE			72.2	69.4	74.1	72.5

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Dropout Rate

Dropouts are students who leave school before graduation and do not enroll in another institution or educational program before the end of the school year. Percentages show by race and gender the proportion of students who dropped out of school from the total enrollment in grades 9 through 12.

	School %		District %		State %	
Racial/Ethnic Group	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
WHITE	N/A	N/A	1.1	1.2	1.3	1.3
BLACK OR AFRICAN AMERICAN	N/A	N/A	2.1	2.8	2.7	3.0
HISPANIC/LATINO	N/A	N/A	0.9	1.5	1.8	2.0
ASIAN	N/A	N/A	0.5	0.6	0.5	0.5
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	N/A	1.0	1.6	1.6	1.2
AM.INDIAN OR ALASKA NATIVE	N/A	N/A	1.4	1.4	2.0	1.7
TWO OR MORE RACES	N/A	N/A	0.8	1.2	1.4	1.3
FEMALE	N/A	N/A	1.0	1.4	1.4	1.5
MALE	N/A	N/A	1.8	2.4	2.1	2.2
TOTAL	N/A	N/A	1.4	1.9	1.8	1.9

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard	Number of Graduates Enrolled in IHE* within 16	School	District	State

	Diplomas Earned in 2011-2012	Months of Earning a Regular High School Diploma	%	%	%
WHITE				85	75
BLACK OR AFRICAN AMERICAN				78	74
HISPANIC/LATINO				81	76
ASIAN				90	88
AMERICAN INDIAN OR ALASKA NATIVE				75	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				80	75
DISABLED				70	57
ECONOMICALLY DISADVANTAGED				76	68
ELL				74	70
MIGRANT				#	60
FEMALE				84	79
MALE				79	71
UNKNOWN	#	#	#	#	#
TOTAL				82	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

College Credit-Accumulation

Racial/Ethnic Group	Number of Graduates Enrolled in IHE* in Florida within 16 Months of Earning a Regular High School Diploma	Number of Those Who Completed at Least One Year's Worth of College Credit within Two Years of Enrollment in an IHE*	School %	District %	State %
WHITE				74	69
BLACK OR AFRICAN AMERICAN				60	55
HISPANIC/LATINO				67	64
ASIAN				85	84
AMERICAN INDIAN OR ALASKA NATIVE				71	68
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				68	64
DISABLED				51	48
ECONOMICALLY DISADVANTGED				63	57
ELL				#	64
MIGRANT				N/A	61
FEMALE				72	69
MALE				63	62
UNKNOWN	#	#	#	#	#
TOTAL				68	66

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

*Enrollment in an IHE includes students enrolled in any institution of higher education that participates in the National Student Clearinghouse.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshince State Standards (NGSSS).

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assement and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algerbra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA was administered for the first time in 2015-16. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. Standard setting for the Florida Standards Alternate Assessment will occur in Spring 2017 when the number of achievement levels will be set.

English Language Arts Assessment Results (FSA and FSAA)*
Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	39	100	55	99	53	99
WHITE	N	N	70	99	64	99
BLACK OR AFRICAN AMERICAN	N	100	39	99	34	99
HISPANIC/LATINO	N	N	59	99	51	99
ASIAN	N	N	78	100	78	100
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	59	99	51	99
TWO OR MORE RACES	N	N	63	99	58	99
DISABLED	N	N	22	98	19	98
ECONOMICALLY DISADVANTAGED	33	100	44	99	42	99
ELL**	N	N	34	99	29	99
MIGRANT	N	N	21	100	30	99
LOWEST 25%						
FEMALE	N	N	59	99	58	99
MALE	N	100	50	99	49	99

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Mathematics Assessment Results (FSA, EOCs and FSAA)*
Percent of Students Scoring Satisfactory and Above

	School %	District %	State %

	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS	22	100	56	98	54	98
WHITE	N	N	72	98	65	98
BLACK OR AFRICAN AMERICAN	N	100	40	98	35	97
HISPANIC/LATINO	N	N	60	99	51	98
ASIAN	N	N	82	98	81	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE	N	N	58	98	54	97
TWO OR MORE RACES	N	N	63	98	58	98
DISABLED	N	N	27	96	25	96
ECONOMICALLY DISADVANTAGED	20	100	45	98	44	98
ELL**	N	N	43	99	38	98
MIGRANT	N	N	21	93	39	98
LOWEST 25%						
FEMALE	N	N	57	98	55	98
MALE	N	100	55	98	54	97

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

**Includes English language learners currently enrolled in ESOL programs and English language learners who have exited ESOL within two years.

Science Assessment Results (Statewide Science Assessment, EOC and FSAA) *

Percent of Students Scoring Satisfactory and Above

	School %		District %		State %	
	2015-16 Results	% Tested	2015-16 Results	% Tested	2015-16 Results	% Tested
ALL STUDENTS			54	98	56	98
WHITE			69	99	68	98
BLACK OR AFRICAN AMERICAN			38	98	36	97
HISPANIC/LATINO			58	99	52	98
ASIAN			77	99	79	99
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N	N	N	N	N	N
AMERICAN INDIAN OR ALASKA NATIVE			57	97	54	97
TWO OR MORE RACES			63	99	61	98
DISABLED			24	97	24	95
ECONOMICALLY DISADVANTAGED			43	98	45	97
ELL			26	99	24	98
MIGRANT			28	93	35	97
LOWEST 25%						
FEMALE			54	99	56	98
MALE			54	98	57	97

An "N" indicates no test results were reported.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

School	ELA 2015-16	Math 2015-16
Grade 3		
Grade 4		

Grade 5		
Grade 6	39	22
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

District	ELA 2015-16	Math 2015-16
Grade 3	56	62
Grade 4	52	59
Grade 5	54	59
Grade 6	55	54
Grade 7	52	58
Grade 8	60	66
Grade 9	57	NA
Grade 10	52	NA
HS	NA	44

State Totals	ELA 2015-16	Math 2015-16
Grade 3	56	62
Grade 4	53	60
Grade 5	53	57
Grade 6	53	52
Grade 7	50	57
Grade 8	58	62
Grade 9	53	NA
Grade 10	50	NA
HS	NA	42

FSA is only administered to Grades 3-8 for Math.

*The 2015-16 FSAA does not have results yet as the standards have not been set. FSAA may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assesment Achievement Level, 2015-16

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS						20	28	29	11	11	19	27	29	12	13
WHITE						10	22	34	16	18	11	22	32	16	19
BLACK OR AFRICAN AMERICAN						30	34	25	7	5	31	34	24	7	4
HISPANIC/LATINO						18	27	31	12	12	22	29	28	11	10
ASIAN						7	18	28	17	29	7	16	27	18	31
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*						15	29	31	12	13	20	30	28	12	11
AMERICAN INDIAN OR ALASKA NATIVE						13	27	30	18	12	20	28	29	12	11
TWO OR MORE RACES						12	26	34	13	15	15	25	31	14	16
DISABLED						47	30	16	4	4	46	31	16	4	3
ECO. DISADVANTAGED						27	32	27	8	6	25	31	27	9	7
ELL**						44	31	18	4	3	46	32	16	4	2
MIGRANT*						26	48	22	4	#	34	34	21	5	5
FEMALE						19	30	30	11	10	18	28	30	12	12
MALE						21	27	28	11	12	20	25	28	13	14

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	30	35	25	10	#	25	24	23	19	9	25	25	24	19	9
WHITE	#	#	#	#	#	13	19	26	27	15	16	22	26	24	12
BLACK OR AFRICAN AMERICAN	40	50	10	#	#	35	28	21	12	4	38	29	20	10	3
HISPANIC/LATINO	#	#	#	#	#	23	23	25	21	9	28	25	23	17	7
ASIAN	N/A	N/A	N/A	N/A	N/A	11	15	22	29	23	11	15	22	28	23
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	22	22	24	20	12	28	25	23	17	7
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	19	24	28	18	12	22	25	25	19	8
TWO OR MORE RACES*	#	#	#	#	#	16	23	24	25	13	19	25	25	21	10
DISABLED	#	#	#	#	#	55	24	12	6	2	58	24	12	5	1
ECO. DISADVANTAGED	35	35	24	6	#	32	27	22	14	5	32	28	22	13	4
ELL**	#	#	#	#	#	46	25	18	9	2	49	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	37	43	14	6	#	43	30	18	8	2
FEMALE*	#	#	#	#	#	20	24	24	21	11	20	24	25	20	10
MALE*	36	45	9	9	#	29	24	23	17	7	29	25	23	17	7

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA MATH and EOCs

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	35	45	15	5	#	28	19	25	16	12	28	20	26	16	10
WHITE	#	#	#	#	#	15	15	28	23	20	18	18	29	21	14
BLACK OR AFRICAN AMERICAN	50	50	#	#	#	40	22	23	10	5	43	23	22	9	3
HISPANIC/LATINO	#	#	#	#	#	24	19	27	18	12	31	21	26	15	8
ASIAN	N/A	N/A	N/A	N/A	N/A	9	10	23	24	34	10	11	23	24	32
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	24	20	23	19	14	29	20	27	15	9
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	20	15	29	20	16	24	19	27	18	11
TWO OR MORE RACES*	#	#	#	#	#	20	19	27	19	15	23	20	28	18	12
DISABLED	#	#	#	#	#	54	20	15	7	3	57	19	15	6	3
ECO. DISADVANTAGED	41	41	12	6	#	35	21	25	13	6	35	22	25	12	5
ELL**	#	#	#	#	#	39	21	22	12	6	44	21	21	10	4
MIGRANT	N/A	N/A	N/A	N/A	N/A	53	25	12	7	3	39	24	23	10	4
FEMALE	#	#	#	#	#	26	19	26	16	12	27	20	27	16	10
MALE	45	45	9	#	#	29	18	25	16	12	29	19	25	16	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.
*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State

Reading		3,181	24,596
Math		2,917	24,137
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2015 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart provides an approximate camparison of NAEP & FSA achievement levels:

FSA Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 4 and grade 8 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/accountability/assessments/national-international-assessments/.

NAEP 2015 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	91	89	89	90	93	87	86	87
ELL	91	95	86	93	90	93	73	90

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	243	240	15	19	36	35	35	32	7	7	85	81

*

WHITE	43	49	251	248	7	10	28	29	43	41	11	10	93	90
BLACK	21	15	228	224	29	35	49	45	20	18	1	1	71	65
HISPANIC	29	26	240	230	16	27	41	44	33	23	5	3	84	73
DISABLED	16	13	228	217	30	46	44	36	20	14	3	2	70	54
ECO. DISADVANTAGED	61	55	235	229	20	28	46	46	28	22	3	2	80	72
ELL	9	11	220	218	38	43	48	41	12	14	1	1	62	57

*Asian and Indian subgroups were too small to report.

NAEP Math 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	275	281	36	30	33	30	21	24	5	8	64	70
*														
WHITE	41	51	285	291	25	19	27	29	28	33	8	10	75	81
BLACK	23	15	258	260	55	53	33	34	10	11	1	1	45	47
HISPANIC	31	25	272	269	39	40	35	38	18	16	4	3	61	60
DISABLED	13	12	249	246	68	68	25	23	5	7	1	1	32	32
ECO. DISADVANTAGED	63	52	266	268	45	42	37	38	14	16	2	2	56	58
ELL	6	6	240	246	77	69	19	25	4	4	1		23	31

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	227	221	25	32	44	35	31	27	8	8	75	68
*														
WHITE	43	49	235	232	16	21	24	22	38	35	11	11	84	79
BLACK	21	15	213	206	42	49	36	31	18	16	2	2	58	51
HISPANIC	29	26	224	208	29	46	30	30	27	18	7	3	71	54
DISABLED	17	13	205	186	52	67	30	19	14	10	2	2	48	33
ECO. DISADVANTAGED	61	55	220	209	32	44	35	32	25	18	4	3	68	56
ELL	19	11	201	189	59	68	31	23	8	7	1	1	41	32

*Asian and Indian subgroups were too small to report.

NAEP Reading 2015 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**	**Florida**	**Nation**
ALL STUDENTS	N/A	N/A	263	264	25	25	43	39	28	30	2	3	75	75
*														
WHITE	41	51	272	273	17	16	39	38	36	38	4	4	83	84
BLACK	23	15	251	247	37	42	47	42	14	14	1	1	63	58
HISPANIC	31	25	260	253	28	35	45	44	25	19	1	1	72	65
DISABLED	13	12	239	229	54	64	38	28	8	8			50	38

ECO. DISADVANTAGED	62	52	257	253	31	36	46	43	21	19	1	1	69	64
ELL	5	6	226	223	70	72	28	25	2	3			30	28

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country.

Trends in International Mathematics and Science Study (TIMSS) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida	Target - 10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2015-16.

Staff Type	Total Number for 2015-16	Number Newly Hired for 2015-16	School %	District %	State %
Instructional Staff	1	1	100.0	20.9	18.7
School-Based Administrators	0	0	0.0	20.0	22.0
Total	1	1	100.0	20.8	18.9

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15

Bachelor's Degree	1	100.0	59.1	58.4	66.3	65.9
Master's Degree			37.7	38.2	31.6	32.0
Specialist Degree			1.8	1.9	1.0	1.1
Doctorate			1.4	1.4	1.0	1.0
Total All Degrees	1	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	88.8	92.3
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	11.2	7.7

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %		District %		State %		
Classes Not Taught by Highly Qualified Teachers		**All Schools**	**High-Poverty Schools***	**Low-Poverty Schools***	**All Schools**	**High-Poverty Schools***	**Low-Poverty Schools***
TOTAL	0.0	7.6	11.9	4.1	7.8	10.1	8.2

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A grade of "N" indicates that the school is not graded. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2015-16 School Performance Grade: D

Progress of the Lowest Performing 25% of Students, 2015-16

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

School Results	
Mathematics Low 25%, Points Earned*	**English Language Arts Low 25%, Points Earned***
2015-16	**2015-16**
NA	NA

*Points are based on the weighted percentage of students making learning gains. Students who move from a lower level to level 4 are weighted at a factor of 1.1 in the numerator. Students who move from a lower level to level 5 are weighted at a factor of 1.2 in the numerator. Prior-year low

performers who increased their scores by at least 33% beyond the minimum increase to qualify for gains are also weighted at a factor of 1.1 in the numerator.

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates how schools in this district were identified for ESEA flexibility. Florida's list of Priority and Focus schools for ESEA Flexibility was frozen as of the 2013-14 list based on the transition requirements to the ESSA requirements. Focus schools were identified as schools for which the grade in 2013-14 was a "D" as well as Title 1 schools graded "C" or higher for which the federal four-year graduation rate was lower than 60%. Priority schools were identified as schools for which the 2013-14 grade was "F." Reward schools were schools that were graded "A"; improved a letter grade; were rated "Improving" in the school improvement rating system or improved a rating; or maintained a grade after having improved by two or more letter grades in the prior year.

Focus Schools, 2015-16

District Number	School Number	School Name
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	161	WEST HOLLYWOOD ELEMENTARY SCHOOL
6	231	COLBERT ELEMENTARY SCHOOL
6	391	DEERFIELD PARK ELEMENTARY SCHL
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	531	MIRAMAR ELEMENTARY SCHOOL
6	551	PLANTATION MIDDLE SCHOOL
6	571	TEDDER ELEMENTARY SCHOOL
6	721	DRIFTWOOD ELEMENTARY SCHOOL
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1701	LAUDERDALE LAKES MIDDLE SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	2511	ATLANTIC WEST ELEMENTARY SCHL
6	2691	MORROW ELEMENTARY SCHOOL
6	2811	PINEWOOD ELEMENTARY SCHOOL
6	5003	SOMERSET PREP ACADEMY AT N LAUDERDALE
6	5041	CENTRAL CHARTER SCHOOL
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL
6	5403	BROWARD COMMUNITY CHARTER WEST
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5418	HENRY MCNEAL TURNER LEARNING ACADEMY
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

Priority Schools, 2015-16

District Number	School Number	School Name
6	321	WALKER ELEMENTARY (MAGNET)
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	511	WATKINS ELEMENTARY SCHOOL
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1391	LAUDERHILL 6-12
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	DR. MARTIN LUTHER KING MONTESSORI ACADEMY
6	1671	ROBERT C. MARKHAM ELEMENTARY
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1951	PARK RIDGE ELEMENTARY SCHOOL
6	2861	PINES LAKES ELEMENTARY SCHOOL
6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	5387	SOMERSET ACADEMY HOLLYWOOD

6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5417	IGENERATION EMPOWERMENT ACADEMY OF BROWARD

Reward Schools, 2015-16

District Number	School Number	School Name
6	41	NORTH SIDE ELEMENTARY SCHOOL
6	151	RIVERLAND ELEMENTARY SCHOOL
6	185	POMPANO BEACH H. S.
6	331	COLLINS ELEMENTARY SCHOOL
6	461	OAKRIDGE ELEMENTARY SCHOOL
6	501	BROWARD ESTATES ELEMENTARY SCHOOL
6	581	MARGATE MIDDLE SCHOOL
6	611	SUNLAND PARK ACADEMY
6	621	LARKDALE ELEMENTARY SCHOOL
6	631	WESTWOOD HEIGHTS ELEMENTARY
6	641	BAYVIEW ELEMENTARY SCHOOL
6	751	POMPANO BEACH ELEMENTARY SCHOOL
6	831	LAKE FOREST ELEMENTARY SCHOOL
6	891	SANDERS PARK ELEMENTARY SCHOOL
6	921	STEPHEN FOSTER ELEMENTARY SCHL
6	931	PETERS ELEMENTARY SCHOOL
6	941	PLANTATION ELEMENTARY SCHOOL
6	1011	HENRY D. PERRY MIDDLE SCHOOL
6	1051	SHERIDAN TECHNICAL COLLEGE
6	1091	LLOYD ESTATES ELEMENTARY SCHL
6	1191	NORTH FORK ELEMENTARY SCHOOL
6	1211	COOPER CITY ELEMENTARY SCHOOL
6	1291	WILLIAM T. MCFATTER TECHNICAL COLLEGE
6	1321	SHERIDAN PARK ELEMENTARY SCHL
6	1461	CASTLE HILL ELEMENTARY SCHOOL
6	1611	DR. MARTIN LUTHER KING MONTESSORI ACADEMY
6	1621	VILLAGE ELEMENTARY SCHOOL
6	1631	ANNABEL C. PERRY ELEMENTARY
6	1641	FAIRWAY ELEMENTARY SCHOOL
6	1681	COCONUT CREEK HIGH SCHOOL
6	1761	HOLLYWOOD PARK ELEMENTARY SCHOOL
6	1781	CYPRESS ELEMENTARY SCHOOL
6	1831	ORIOLE ELEMENTARY SCHOOL
6	1841	MIRROR LAKE ELEMENTARY SCHOOL
6	1851	ROYAL PALM ELEMENTARY SCHOOL
6	1931	COOPER CITY HIGH SCHOOL
6	1971	JAMES S. HUNT ELEMENTARY SCHOOL
6	2021	GLADES MIDDLE SCHOOL
6	2041	BEACHSIDE MONTESSORI VILLAGE
6	2221	ATLANTIC TECHNICAL COLLEGE
6	2231	NORTH LAUDERDALE ELEMENTARY
6	2571	PIONEER MIDDLE SCHOOL
6	2661	PEMBROKE LAKES ELEMENTARY SCHL
6	2691	MORROW ELEMENTARY SCHOOL
6	2851	GRIFFIN ELEMENTARY SCHOOL
6	2871	SEA CASTLE ELEMENTARY SCHOOL
6	2891	RIVERGLADES ELEMENTARY SCHOOL
6	2942	EVERGLADES ELEMENTARY SCHOOL
6	2961	CHAPEL TRAIL ELEMENTARY SCHOOL
6	2981	COUNTRY ISLES ELEMENTARY SCHL
6	3001	WALTER C. YOUNG MIDDLE SCHOOL
6	3111	COUNTRY HILLS ELEMENTARY SCHL
6	3131	HAWKES BLUFF ELEMENTARY SCHOOL
6	3151	TEQUESTA TRACE MIDDLE SCHOOL
6	3191	EMBASSY CREEK ELEMENTARY SCHOOL
6	3221	CHARLES DREW ELEMENTARY SCHOOL

6	3291	THURGOOD MARSHALL ELEM. SCHOOL
6	3301	ENDEAVOUR PRIMARY LEARNING CENTER
6	3321	VIRGINIA SHUMAN YOUNG ELEM
6	3331	SILVER TRAIL MIDDLE SCHOOL
6	3461	EAGLE POINT ELEMENTARY SCHOOL
6	3471	INDIAN RIDGE MIDDLE SCHOOL
6	3491	SILVER PALMS ELEMENTARY SCHOOL
6	3571	PANTHER RUN ELEMENTARY SCHOOL
6	3591	LAKESIDE ELEMENTARY SCHOOL
6	3622	FALCON COVE MIDDLE SCHOOL
6	3623	CYPRESS BAY HIGH SCHOOL
6	3642	GATOR RUN ELEMENTARY SCHOOL
6	3661	SUNSET LAKES ELEMENTARY SCHOOL
6	3701	ROCK ISLAND ELEMENTARY SCHOOL
6	3781	PARK TRAILS ELEMENTARY SCHOOL
6	3841	MANATEE BAY ELEMENTARY SCHOOL
6	3851	COLLEGE ACADEMY AT BROWARD COLLEGE
6	3871	WESTGLADES MIDDLE SCHOOL
6	3961	HERON HEIGHTS ELEMENTARY SCHOOL
6	3962	DISCOVERY ELEMENTARY SCHOOL
6	3971	WEST BROWARD HIGH SCHOOL
6	5001	BEN GAMLA CHARTER SCHOOL NORTH CAMPUS
6	5002	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE
6	5004	SOMERSET VILLAGE ACADEMY
6	5012	FRANKLIN ACADEMY A
6	5021	SOMERSET NEIGHBORHOOD SCHOOL
6	5024	IMAGINE SCHOOLS AT BROWARD
6	5025	BEN GAMLA CHARTER SCHOOL HALLANDALE
6	5026	CHARTER SCHOOL OF EXCELLENCE DAVIE 2
6	5029	ATLANTIC MONTESSORI CHARTER SCHOOL
6	5031	CHARTER SCHOOL OF EXCELLENCE
6	5042	IMAGINE MIDDLE SCHOOL WEST
6	5046	FRANKLIN ACADEMY F
6	5049	RENAISSANCE CHARTER SCHOOL AT COOPER CITY
6	5051	CITY OF PEMBROKE PINES CHARTER
6	5081	CITY/PEMBROKE PINES CHARTER MIDDLE SCHOOL
6	5091	CITY OF CORAL SPRINGS CHARTER
6	5111	IMAGINE CHARTER SCHOOL AT WESTON
6	5130	GREENTREE PREPARATORY CHARTER SCHOOL
6	5141	SOMERSET ACADEMY
6	5142	FRANKLIN ACADEMY 3
6	5151	SOMERSET ACADEMY MIDDLE SCHOOL
6	5201	CHARTER SCHOOL OF EXCELLENCE TAMARAC 1
6	5211	SOMERSET ACADEMY DAVIE CHARTER
6	5271	CHARTER SCHOOL OF EXCELLENCE AT DAVIE
6	5291	CHARTER SCHOOL OF EXCELLENCE TAMARAC 2
6	5355	EAGLES NEST CHARTER ACADEMY
6	5356	EAGLES NEST MIDDLE CHARTER SCHOOL
6	5371	NORTH BROWARD ACADEMY OF EXCELLENCE MIDDLE
6	5388	SOMERSET ACADEMY POMPANO (K-5)
6	5392	BEN GAMLA CHARTER SCHOOL SOUTH BROWARD
6	5394	CHARTER SCHOOL OF EXCELLENCE 2
6	5396	SOMERSET ARTS CONSERVATORY
6	5400	SUNSHINE ELEMENTARY CHARTER SCHOOL
6	5405	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)
6	5406	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)
6	5407	EVEREST CHARTER SCHOOL
6	5410	BEN GAMLA CHARTER SCHOOL
6	5412	DISCOVERY MIDDLE CHARTER SCHOOL
6	5413	SOMERSET ACADEMY POMPANO MIDDLE (6-8)
6	5420	RISE ACADEMY SCHOOL OF SCIENCE AND TECHNOLOGY

6	5710	RENAISSANCE CHARTER SCHOOLS AT PINES
6	5791	AVANT GARDE ACADEMY OF BROWARD
6	7004	BROWARD VIRTUAL FRANCHISE

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District

Educational Performance Appendix

Appendix G

Progress Monitoring

Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Math
Define "On Level": Beginning of Year View
Show: Window 1 - 11/01/2016 - 02/28/2017

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 47
Total Number of Students: 159

	Window 1 - 11/01/2016 - 02/28/2017	
	Average Scale Score	Students Below Level
Overall Math Level	447	72% (34)
Number and Operations	449	66% (31)
Algebra and Algebraic Thinking	453	64% (30)
Measurement and Data	442	66% (31)
Geometry	440	81% (38)

Grade 7

Number of Students Assessed: 60
Total Number of Students: 111

	Window 1 - 11/01/2016 - 02/28/2017	
	Average Scale Score	Students Below Level
Overall Math Level	471	57% (34)
Number and Operations	474	53% (32)
Algebra and Algebraic Thinking	476	52% (31)
Measurement and Data	467	52% (31)
Geometry	466	62% (37)

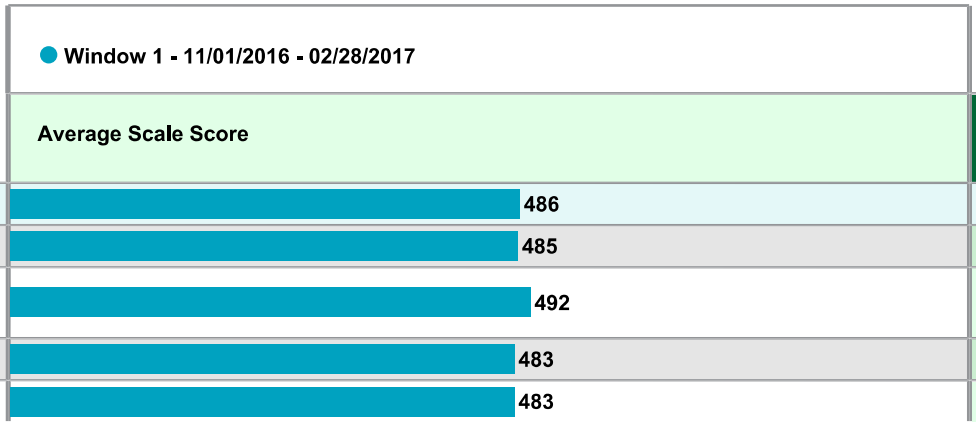
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Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Math
Define "On Level": Beginning of Year View
Show: Window 1 - 11/01/2016 - 02/28/2017

Grade 8

Number of Students Assessed: 80
Total Number of Students: 106



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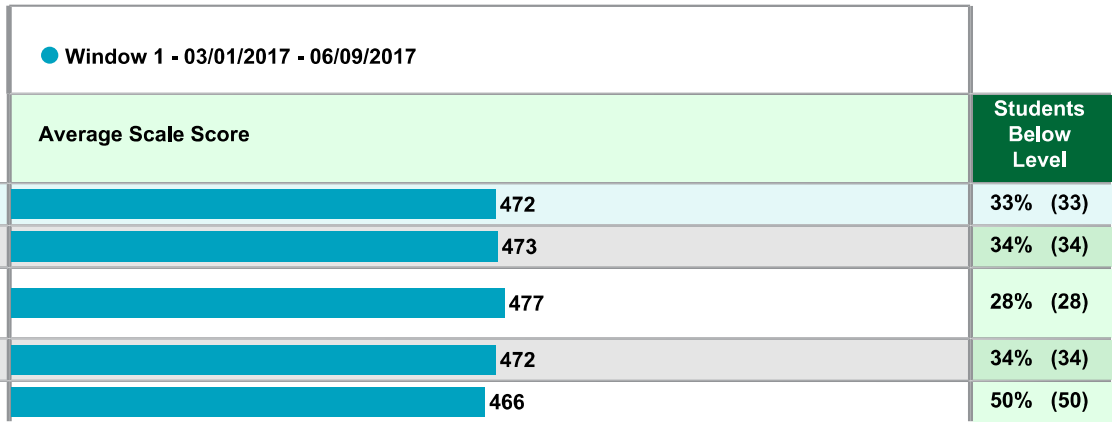
Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Math
Define "On Level": Beginning of Year View
Show: Window 1 - 03/01/2017 - 06/09/2017

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

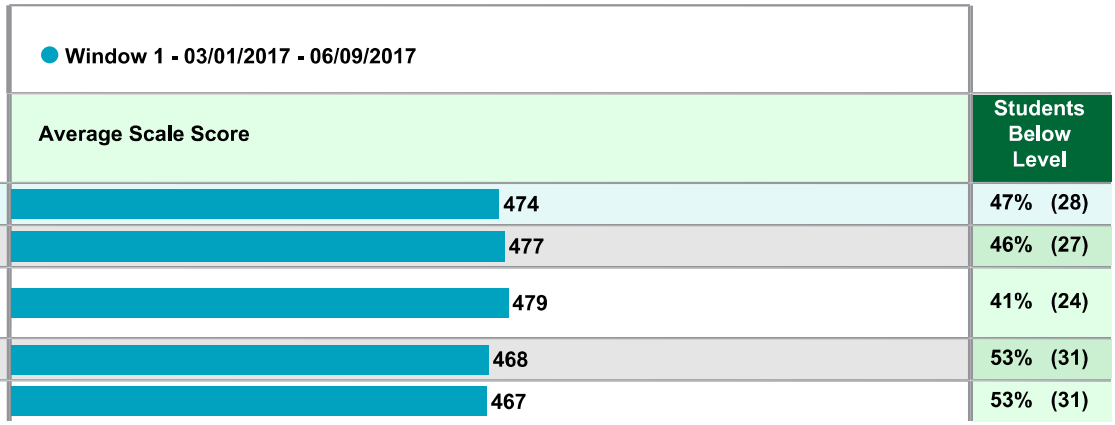
Grade 6

Number of Students Assessed: 101
Total Number of Students: 161



Grade 7

Number of Students Assessed: 59
Total Number of Students: 110



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Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Math
Define "On Level": Beginning of Year View
Show: Window 1 - 03/01/2017 - 06/09/2017

Grade 8

Number of Students Assessed: 54
Total Number of Students: 107

	Window 1 - 03/01/2017 - 06/09/2017	
	Average Scale Score	Students Below Level
Overall Math Level	477	69% (37)
Number and Operations	476	65% (35)
Algebra and Algebraic Thinking	478	61% (33)
Measurement and Data	477	57% (31)
Geometry	478	59% (32)

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 1 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Early 6	6/1/17	501	N/A		0		
	Level 5	Early 6	5/31/17	504	31	13	1	0%	53m
	Only 1 Diagnostic Completed	Early 6	6/1/17	506	N/A		0		1m
	Only 1 Diagnostic Completed	Early 6	6/1/17	503	N/A		0		
	Level 1	Level 5	5/31/17	471	67	13	1	0%	29m
	Only 1 Diagnostic Completed	Level 5	6/6/17	474	N/A		0		
	Level 2	Level 5	6/1/17	485	69	13	2	100%	50m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 1 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 3	Level 4	6/1/17	463	23	13	1	100%	49m
	Level 2	Level 3	6/1/17	446	27	13	2	100%	1h 17m
	Level K	Level 3	6/1/17	445	60	13	5	80%	1h 3m
	Only 1 Diagnostic Completed	Level 2	12/12/16	419	N/A		1	100%	22m
	Level 3	Level 2	5/31/17	433	-6*	13	1	0%	1h 24m
	Level 2	Level 1	5/31/17	402	-11*	13	5	80%	1h 7m
	Only 1 Diagnostic Completed	Level 1	6/1/17	399	N/A		0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 1 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		
							0		
							0		
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 1 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PER. 3 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Early 6	6/1/17	499	N/A		0		7m
	Only 1 Diagnostic Completed	Early 6	6/1/17	502	N/A		0		
	Only 1 Diagnostic Completed	Early 6	6/1/17	507	N/A		0		18m
	Only 1 Diagnostic Completed	Level 5	5/31/17	480	N/A		0		
	Only 1 Diagnostic Completed	Level 5	6/1/17	473	N/A		0		
	Level 3	Level 5	6/1/17	468	29	13	0		13m
	Only 1 Diagnostic Completed	Level 5	6/1/17	479	N/A		0		2m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 5	Level 5	5/31/17	475	9	13	10	90%	4h 43m
	Level 4	Level 5	6/1/17	467	6	13	7	57%	2h 23m
	Level 2	Level 4	5/31/17	455	30	13	5	40%	2h 29m
	Only 1 Diagnostic Completed	Level 4	6/1/17	457	N/A		0		
	Level 3	Level 4	6/1/17	453	15	13	8	88%	2h 42m
	Only 1 Diagnostic Completed	Level 3	5/31/17	442	N/A		0		
	Level 3	Level 3	5/31/17	439	-2*	13	10	90%	1h 56m
	Level 2	Level 2	5/31/17	431	7	13	4	50%	2h 55m
	Only 1 Diagnostic Completed	Level 2	12/21/16	432	N/A		0		
	Level 2	Level 2	5/31/17	424	0	13	0		6m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level K	6/1/17	379	-85*	13	5	60%	2h 52m
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 4 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 5	5/31/17	481	N/A		0		9m
	Only 1 Diagnostic Completed	Level 5	12/12/16	469	N/A		3	67%	1h 32m
	Only 1 Diagnostic Completed	Level 5	5/31/17	491	N/A		1	100%	29m
	Only 1 Diagnostic Completed	Level 5	6/1/17	480	N/A		0		
	Only 1 Diagnostic Completed	Level 5	6/1/17	494	N/A		0		20m
	Level 4	Level 5	6/1/17	471	8	13	5	40%	2h 10m
	Only 1 Diagnostic Completed	Level 5	6/1/17	488	N/A		0		3m
	Level 3	Level 5	6/1/17	478	38	13	6	67%	56m

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 4 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 5	12/9/16	474	N/A		9	89%	2h 29m
	Level 1	Level 5	6/1/17	472	69	13	6	83%	1h 30m
	Only 1 Diagnostic Completed	Level 5	12/9/16	473	N/A		3	0%	1h 30m
	Only 1 Diagnostic Completed	Level 5	5/31/17	483	N/A		0		3m
							0		
							0		
							0		
							0		
							0		
							0		
							0		

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 5 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Late 6	5/31/17	549	N/A		0		
	Only 1 Diagnostic Completed	Mid 6	6/1/17	518	N/A		0		
	Only 1 Diagnostic Completed	Mid 6	5/31/17	525	N/A		0		2m
	Only 1 Diagnostic Completed	Mid 6	5/31/17	514	N/A		0		
	Only 1 Diagnostic Completed	Early 6	5/31/17	503	N/A		0		
	Level 4	Early 6	5/31/17	496	46	13	0		
	Only 1 Diagnostic Completed	Early 6	5/31/17	510	N/A		0		10m
	Only 1 Diagnostic Completed	Level 5	5/31/17	489	N/A		0		

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PERIOD 5 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 5	5/31/17	487	N/A		0		
	Only 1 Diagnostic Completed	Level 5	5/31/17	483	N/A		0		7m
	Only 1 Diagnostic Completed	Level 3	3/21/17	448	N/A		0		
							0		
							0		
							0		
							0		
							0		
							0		
							0		
							0		

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PER. 7 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Early 6	6/1/17	503	N/A		0		
	Level 4	Early 6	2/8/17	497	35	13	47	53%	29h 10m
	Only 1 Diagnostic Completed	Early 6	5/31/17	507	N/A		0		23m
	Only 1 Diagnostic Completed	Level 5	6/1/17	477	N/A		0		1m
	Level 5	Level 5	5/31/17	468	-2*	13	2	50%	36m
	Only 1 Diagnostic Completed	Level 5	5/31/17	476	N/A		0		
	Level 5	Level 5	6/1/17	466	-1*	13	13	85%	2h 47m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PER. 7 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 5	6/1/17	481	N/A		0		
	Only 1 Diagnostic Completed	Level 5	6/1/17	467	N/A		0		1m
	Level 5	Level 5	5/31/17	471	3	13	0		39m
	Only 1 Diagnostic Completed	Level 5	5/31/17	478	N/A		0		
	Only 1 Diagnostic Completed	Level 4	4/6/17	460	N/A		1	0%	49m
	Level 2	Level 3	6/1/17	441	28	13	0		
	Only 1 Diagnostic Completed	Level 3	12/21/16	438	N/A		1	0%	24m
	Level 1	Level 3	6/1/17	438	37	13	4	100%	57m
	Level 3	Level 3	5/31/17	440	6	13	8	75%	4h 55m
	Level 2	Level 2	5/31/17	429	13	13	5	20%	2h 1m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: SUAREZ MATH 7 PER. 7 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level K	Level 2	5/31/17	417	64	13	1	100%	1h 10m
	Level 4	Level 1	6/1/17	406	-53*	13	10	80%	2h 40m
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 3 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 6	Level 6	6/1/17	488	1	11	1	100%	49m
	Only 1 Diagnostic Completed	Level 6	6/1/17	495	N/A		0		
	Level 3	Level 6	6/1/17	490	41	11	0		31m
	Level 4	Level 6	5/31/17	487	25	11	2	100%	23m
	Only 1 Diagnostic Completed	Level 6	6/1/17	497	N/A		1	0%	31m
	Only 1 Diagnostic Completed	Level 6	6/1/17	486	N/A		0		
	Only 1 Diagnostic Completed	Level 6	6/1/17	490	N/A		0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 3	Level 5	6/1/17	465	23	11	0		25m
	Level 5	Level 5	5/31/17	472	3	11	1	0%	16m
	Only 1 Diagnostic Completed	Level 5	12/8/16	465	N/A		1	100%	22m
	Level 2	Level 4	6/1/17	457	32	11	1	100%	20m
	Level 5	Level 4	5/31/17	452	-19*	11	2	0%	1h 54m
	Level 4	Level 3	6/1/17	448	-2*	11	0		12m
	Level 3	Level 3	6/1/17	441	-4*	11	1	100%	6m
	Level K	Level 2	6/5/17	417	40	11	0		1m
	Level 5	Level 2	6/1/17	423	-42*	11	2	50%	24m
	Level 3	Level 2	6/1/17	431	-15*	11	2	50%	1h 35m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 1	Level 2	5/31/17	414	12	11	2	100%	50m
	Level 2	Level 2	6/1/17	433	14	11	0		
	Level K	Level 1	6/1/17	399	24	11	5	100%	1h 14m
	Level 2	Level 1	5/31/17	405	-8*	11	7	100%	1h 32m
							0		
							0		
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 4 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 6	Level 6	5/31/17	486	-10*	11	1	0%	1h 5m
	Only 1 Diagnostic Completed	Level 6	12/8/16	483	N/A		0		7m
	Level 6	Level 6	5/31/17	503	22	11	2	0%	1h 9m
	Only 1 Diagnostic Completed	Level 6	6/1/17	499	N/A		0		17m
	Level 5	Level 6	5/31/17	480	12	11	1	100%	26m
	Only 1 Diagnostic Completed	Level 6	5/31/17	491	N/A		0		
	Only 1 Diagnostic Completed	Level 6	12/9/16	496	N/A		0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 4 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 6	6/1/17	487	N/A		1	100%	27m
	Level 5	Level 5	6/1/17	471	-6*	11	0		
	Only 1 Diagnostic Completed	Level 5	12/8/16	465	N/A		0		19m
	Level 3	Level 4	6/1/17	451	2	11	5	40%	1h 53m
	Only 1 Diagnostic Completed	Level 4	12/8/16	464	N/A		0		15m
	Level 3	Level 3	6/1/17	439	-6*	11	0		19m
	Level 2	Level 3	6/1/17	438	6	11	8	63%	55m
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 4 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 5 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 6	Mid 7	5/31/17	532	26	11	1	0%	17m
	Only 1 Diagnostic Completed	Early 7	6/1/17	515	N/A		0		
	Level 6	Early 7	5/31/17	519	13	11	0		24m
	Level 6	Level 6	6/1/17	484	-16*	11	2	50%	1h 29m
	Level 5	Level 6	5/31/17	491	19	11	1	0%	18m
	Level 6	Level 6	6/1/17	496	2	11	0		
	Level 4	Level 6	6/1/17	490	26	11	0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 5 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 5	Level 6	6/1/17	503	35	11	2	100%	36m
	Only 1 Diagnostic Completed	Level 6	6/1/17	490	N/A		0		22m
	Only 1 Diagnostic Completed	Level 6	5/31/17	489	N/A		0		
	Level 6	Level 6	5/31/17	500	9	11	0		
	Level 5	Level 5	5/31/17	467	1	11	1	100%	21m
	Level 6	Level 5	5/31/17	472	-12*	11	1	0%	23m
	Level 3	Level 5	6/1/17	474	28	11	0		6m
	Level 4	Level 5	5/31/17	466	10	11	0		4m
	Level K	Level 5	6/1/17	468	86	11	8	100%	33m
	Level 4	Level 3	5/31/17	445	-12*	11	1	100%	16m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRETON PRE-ALGEBRA PER. 5 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		
							0		
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: ROBERTS ALGEBRA I PER. 3 (Math)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 7	12/13/16	493	N/A		0		16m
	Only 1 Diagnostic Completed	Level 6	12/12/16	480	N/A		0		
	Level 5	Level 6	6/1/17	483	11	11	0		17m
	Only 1 Diagnostic Completed	Level 6	12/13/16	480	N/A		1	100%	26m
	Only 1 Diagnostic Completed	Level 5	12/13/16	470	N/A		0		14m
	Level 5	Level 5	5/31/17	473	4	11	0		
	Level 3	Level 4	6/1/17	458	15	11	1	100%	3m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: ROBERTS ALGEBRA I PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 4	12/13/16	461	N/A		0		
	Level 4	Level 3	5/31/17	447	-5*	11	0		
	Level 7	Level 2	6/1/17	418	-75*	11	1	0%	39m
	Level 4	Level 1	6/1/17	389	-71*	11	2	50%	1h 10m
							0		
							0		
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: ROBERTS ALGEBRA I PER. 3 (Math)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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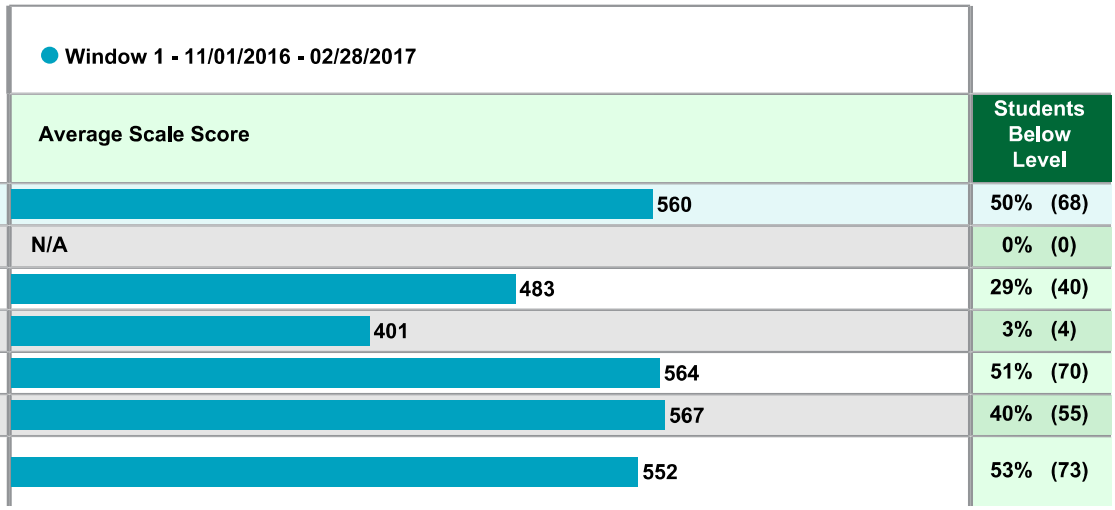
Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Reading
Define "On Level": Beginning of Year View
Show: Window 1 - 11/01/2016 - 02/28/2017

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

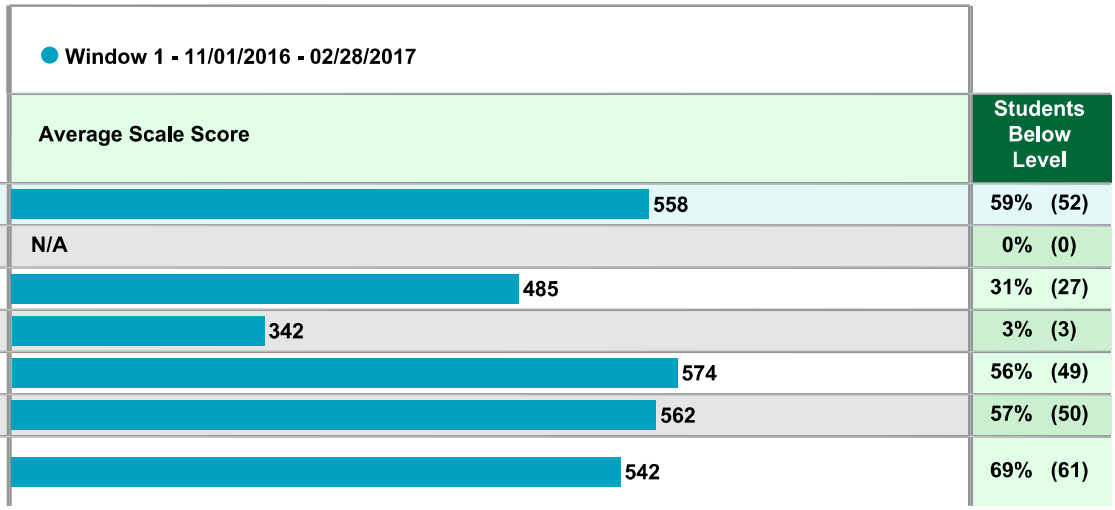
Grade 6

Number of Students Assessed: 137
Total Number of Students: 159



Grade 7

Number of Students Assessed: 88
Total Number of Students: 111



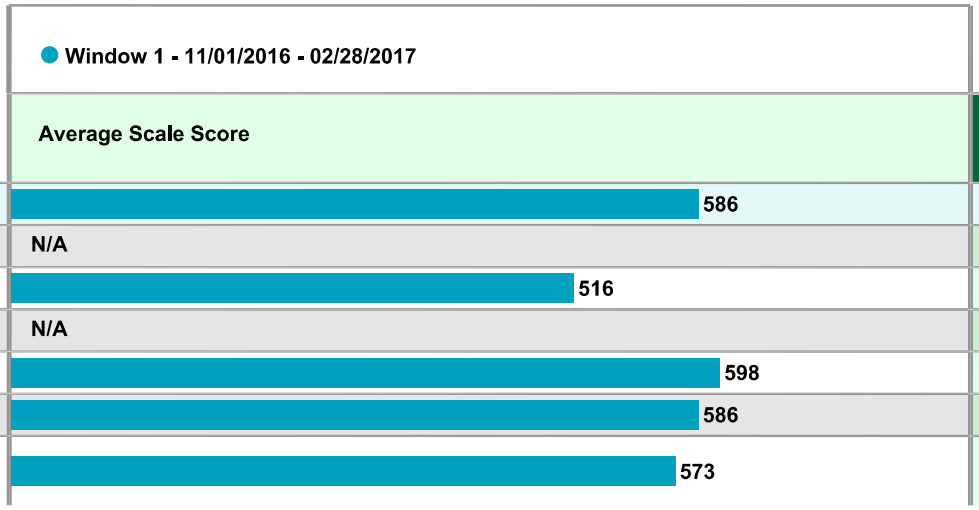
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Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Reading
Define "On Level": Beginning of Year View
Show: Window 1 - 11/01/2016 - 02/28/2017

Grade 8

Number of Students Assessed: 89
Total Number of Students: 100



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Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Reading
Define "On Level": Beginning of Year View
Show: Window 1 - 03/01/2017 - 06/09/2017

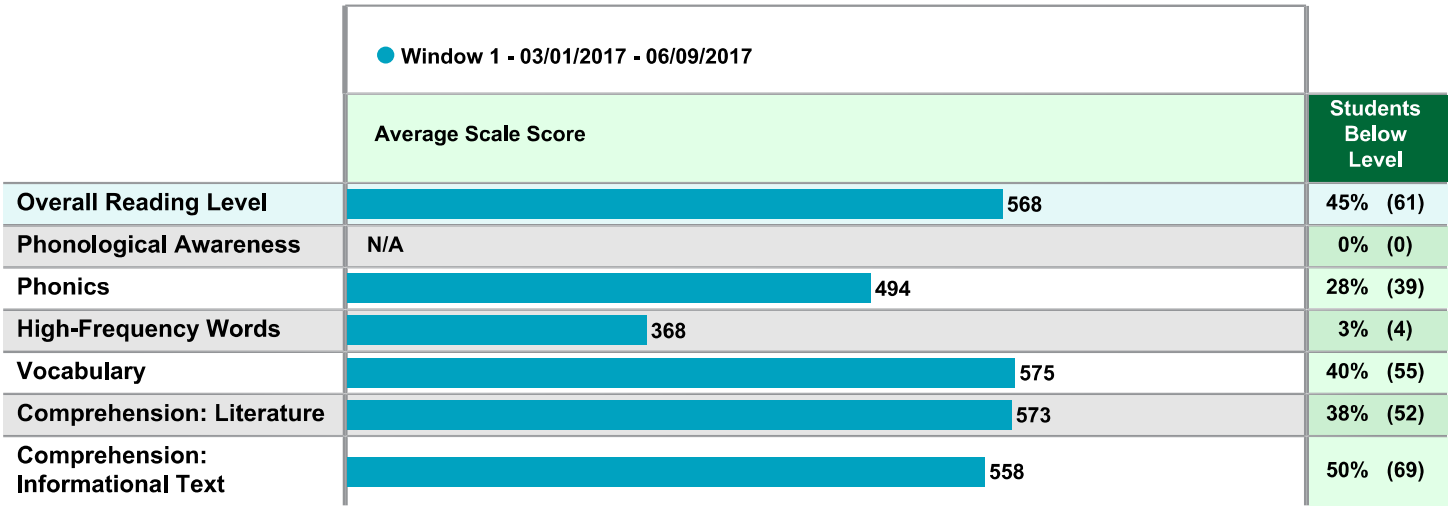
Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade K

Number of Students Assessed: 0
Total Number of Students: 1

Grade 6

Number of Students Assessed: 137
Total Number of Students: 161



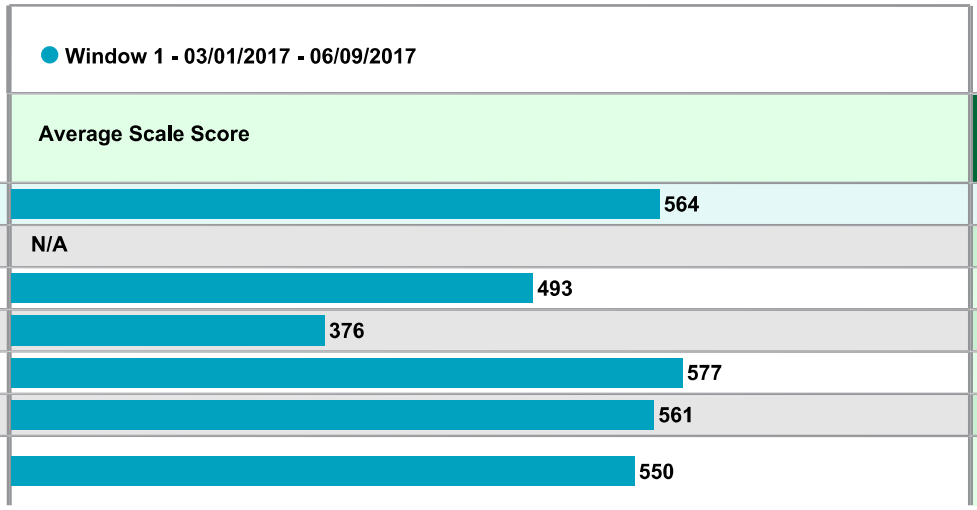
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Needs Analysis by Grade Report

Academic year: 2016-2017
Subject: Reading
Define "On Level": Beginning of Year View
Show: Window 1 - 03/01/2017 - 06/09/2017

Grade 7

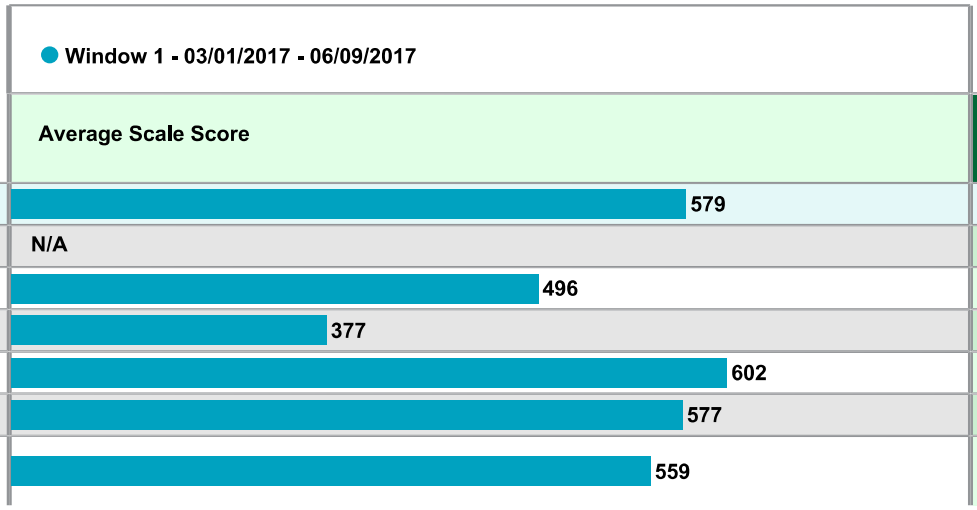
Number of Students Assessed: 78
Total Number of Students: 110



	Students Below Level
Overall Reading Level	50% (39)
Phonological Awareness	0% (0)
Phonics	31% (24)
High-Frequency Words	3% (2)
Vocabulary	47% (37)
Comprehension: Literature	55% (43)
Comprehension: Informational Text	59% (46)

Grade 8

Number of Students Assessed: 67
Total Number of Students: 101



	Students Below Level
Overall Reading Level	60% (40)
Phonological Awareness	0% (0)
Phonics	25% (17)
High-Frequency Words	1% (1)
Vocabulary	42% (28)
Comprehension: Literature	58% (39)
Comprehension: Informational Text	67% (45)

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 1 PER 1 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

	Diagnostic Summary						Instruction Summary		
Student Name	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Late 6	Level 9	5/25/17	695	52	15	3	100%	2h 39m
	Level 8	Level 8	5/25/17	684	10	15	2	50%	1h 53m
	Level 7	Level 8	5/25/17	677	9	15	18	72%	13h 18m
	Only 1 Diagnostic Completed	Level 7	5/25/17	658	N/A		0		7m
	Only 1 Diagnostic Completed	Level 7	5/25/17	658	N/A		0		13m
	Level 7	Level 7	5/25/17	664	-3*	15	6	67%	3h 16m
	Mid 6	Late 6	5/25/17	644	22	15	8	75%	4h 42m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 1 PER 1 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Mid 6	Late 6	5/25/17	641	22	15	2	50%	1h 10m
	Late 6	Late 6	5/25/17	646	-5*	15	1	100%	47m
	Level 5	Mid 6	6/7/17	619	30	15	9	100%	1h 39m
	Mid 6	Mid 6	5/25/17	627	-4*	15	2	100%	1h 18m
	Early 6	Mid 6	5/25/17	631	23	15	7	57%	4h 59m
	Mid 6	Mid 6	5/25/17	625	-2*	15	8	100%	1h 22m
	Only 1 Diagnostic Completed	Mid 6	5/25/17	632	N/A		0		12m
	Mid 6	Mid 6	5/25/17	621	-15*	15	2	50%	1h 10m
	Level 5	Mid 6	5/25/17	626	31	15	1	100%	3h 14m
	Early 6	Mid 6	5/25/17	619	12	15	10	100%	1h 40m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 1 PER 1 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Mid 6	Mid 6	5/24/17	634	9	15	6	83%	2h 31m
	Level 5	Mid 6	5/25/17	622	36	15	3	100%	41m
	Late 6	Mid 6	5/25/17	633	-8*	15	8	100%	5h 9m
	Early 6	Early 6	5/25/17	606	5	15	1	100%	1h 40m
	Level 5	Early 6	5/25/17	615	22	15	17	88%	4h 53m
	Level 5	Level 5	5/25/17	594	4	15	9	78%	3h 45m
	Only 1 Diagnostic Completed	Level 5	12/21/16	586	N/A		13	92%	3h 56m
	Level 5	Level 5	5/25/17	596	0	15	6	83%	1h 28m
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 2 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Mid 6	5/25/17	620	N/A		1	100%	20m
	Only 1 Diagnostic Completed	Level 5	12/21/16	576	N/A		5	80%	1h 2m
	Level 4	Level 5	5/25/17	580	35	15	9	78%	3h 52m
	Level 5	Level 5	5/24/17	585	8	15	1	100%	1h 20m
	Only 1 Diagnostic Completed	Level 5	12/6/16	574	N/A		1	100%	54m
	Level 5	Level 5	5/25/17	567	0	15	1	100%	48m
	Level 5	Level 5	4/4/17	571	5	15	1	100%	1h

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 2 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level 5	5/24/17	583	30	15	2	100%	1h 29m
	Level 5	Level 5	5/24/17	587	14	15	11	91%	2h 16m
	Level 5	Level 5	5/25/17	568	1	15	3	67%	1h 53m
	Level 4	Level 4	5/24/17	543	-13*	15	0		54m
	Only 1 Diagnostic Completed	Level 4	12/21/16	559	N/A		2	50%	1h 39m
	Only 1 Diagnostic Completed	Level 4	12/21/16	545	N/A		1	0%	1h 5m
	Level 3	Level 3	5/24/17	504	-29*	15	5	100%	3h 6m
	Level 3	Level 3	5/24/17	530	24	15	6	100%	2h 41m
	Level 4	Level 3	4/4/17	539	-18*	15	2	100%	1h 32m
	Level 2	Level 2	5/24/17	489	-2*	15	2	50%	47m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 2 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 3	Level 2	5/24/17	491	-16*	15	6	100%	48m
	Level K	Level K	5/25/17	379	33	15	9	56%	2h 49m
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 4 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

	Diagnostic Summary						Instruction Summary		
Student Name	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Mid 6	Level 7	5/25/17	654	23	15	3	33%	2h 21m
	Early 6	Mid 6	5/25/17	638	36	15	0		1m
	Level 5	Mid 6	5/24/17	616	37	15	3	67%	16m
	Mid 6	Mid 6	5/25/17	633	6	15	1	100%	57m
	Mid 6	Early 6	5/25/17	615	-4*	15	12	75%	3h 2m
	Early 6	Early 6	5/25/17	598	0	15	1	100%	52m
	Early 6	Early 6	5/25/17	614	7	15	3	100%	1h 6m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 4 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level 5	5/25/17	569	10	15	5	100%	1h 47m
	Level 4	Level 5	5/24/17	568	5	15	0		33m
	Early 6	Level 5	5/25/17	586	-18*	15	1	100%	31m
	Level 4	Level 4	5/24/17	550	7	15	3	100%	1h 29m
	Level 4	Level 4	5/24/17	554	7	15	3	0%	2h 10m
	Level 3	Level 4	5/24/17	555	54	15	8	75%	2h 56m
	Level 4	Level 4	5/25/17	556	6	15	2	50%	2h 9m
	Level 3	Level 3	5/24/17	533	16	15	1	0%	52m
	Level 3	Level 3	5/25/17	509	-17*	15	0		1h 10m
	Level 4	Level 3	5/24/17	510	-46*	15	0		29m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 4 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level 3	5/24/17	525	-25*	15	0		1h 3m
	Level 5	Level 3	2/16/17	540	-30*	15	3	100%	1h 31m
	Level 3	Level 1	6/7/17	439	-74*	15	9	78%	5h 2m
	Level K	Level K	5/25/17	341	-22*	15	22	59%	6h 43m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 5 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Early 6	Early 6	5/25/17	607	8	15	3	100%	48m
	Only 1 Diagnostic Completed	Early 6	12/21/16	611	N/A		4	75%	52m
	Level 5	Level 5	5/24/17	583	7	15	4	75%	56m
	Level 5	Level 5	5/25/17	584	-6*	15	10	80%	5h 3m
	Level 5	Level 5	5/25/17	597	19	15	33	82%	19h 3m
	Level 5	Level 5	5/25/17	568	-13*	15	1	100%	50m
	Level 5	Level 5	6/7/17	580	1	15	1	100%	1h 23m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 5 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 5	Level 5	4/6/17	578	4	15	0		36m
	Early 6	Level 5	5/24/17	596	-8*	15	15	100%	2h 25m
	Only 1 Diagnostic Completed	Level 5	5/24/17	589	N/A		1	0%	29m
	Level 5	Level 5	5/25/17	579	13	15	2	50%	1h 38m
	Level 5	Level 5	5/24/17	570	-6*	15	1	100%	1h 14m
	Level 4	Level 4	5/25/17	548	-15*	15	6	83%	2h 20m
	Level 4	Level 4	5/25/17	551	-3*	15	5	60%	2h 42m
	Level 5	Level 4	5/24/17	563	-7*	15	5	60%	1h 50m
	Level 4	Level 4	5/24/17	550	7	15	2	0%	1h 42m
	Only 1 Diagnostic Completed	Level 4	12/6/16	555	N/A		3	33%	1h 18m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 5 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 2	Level 3	5/25/17	503	8	15	6	100%	2h 34m
	Level 3	Level 3	5/25/17	512	-9*	15	3	100%	1h
	Level 3	Level 3	5/25/17	532	-4*	15	5	80%	2h 20m
	Level 3	Level 3	5/25/17	502	-12*	15	25	92%	2h 58m
	Level K	Level 2	5/25/17	482	92	15	3	33%	1h 51m
	Level 2	Level 1	5/24/17	467	-25*	15	4	50%	1h 34m
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 6 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Mid 6	5/24/17	634	N/A		0		8m
	Mid 6	Mid 6	5/25/17	619	0	15	4	100%	2h 16m
	Only 1 Diagnostic Completed	Early 6	5/24/17	614	N/A		0		
	Level 5	Early 6	5/24/17	609	36	15	0		8m
	Level 5	Level 5	5/25/17	577	-15*	15	2	50%	2h
	Level 5	Level 5	5/24/17	575	9	15	1	100%	33m
	Level 5	Level 5	5/25/17	592	25	15	9	100%	2h 31m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 6 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level 5	5/25/17	569	6	15	9	100%	2h 21m
	Level 3	Level 4	5/25/17	553	40	15	7	86%	2h 12m
	Level 3	Level 4	5/25/17	552	33	15	4	75%	2h 27m
	Level 5	Level 4	5/25/17	557	-39*	15	7	43%	3h 18m
	Level 4	Level 3	5/24/17	515	-43*	15	1	100%	1h 28m
	Mid 6	Level 3	5/25/17	537	-79*	15	10	70%	4h 50m
	Level 3	Level 3	5/25/17	505	-3*	15	6	100%	1h 8m
	Level 1	Level 3	5/25/17	526	53	15	4	50%	42m
	Level 3	Level 2	5/24/17	489	-37*	15	4	100%	2h 9m
	Level 2	Level 2	5/24/17	485	-7*	15	3	100%	1h 9m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 6 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 7 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Early 6	5/25/17	610	N/A		0		2m
	Level 5	Early 6	5/25/17	608	30	15	8	88%	1h 57m
	Early 6	Level 5	5/25/17	595	-9*	15	10	50%	2h 41m
	Level 5	Level 5	5/24/17	576	-10*	15	0		20m
	Level 4	Level 5	5/24/17	587	39	15	1	100%	1h 11m
	Level 3	Level 5	5/24/17	579	64	15	0		26m
	Level 3	Level 4	5/25/17	548	17	15	2	100%	1h 32m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 7 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level 4	5/25/17	560	2	15	26	77%	5h 5m
	Level 3	Level 4	5/24/17	552	41	15	0		3m
	Level 3	Level 4	5/24/17	564	62	15	3	67%	46m
	Level 3	Level 4	5/24/17	549	23	15	0		1h 1m
	Level 3	Level 3	5/24/17	528	11	15	45	42%	55h 52m
	Level 4	Level 3	5/24/17	535	-19*	15	1	100%	1h 21m
	Level 3	Level 3	5/25/17	503	-10*	15	8	75%	5h 3m
	Level 3	Level 3	5/25/17	502	-22*	15	3	100%	1h 30m
	Level 2	Level 3	5/24/17	523	36	15	10	90%	1h 40m
	Level 4	Level 3	5/25/17	511	-34*	15	1	0%	1h

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Student Performance Report

Select Students by: Class

Class: GRANDISON LANG ARTS 2 PER 7 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 3	Level 3	5/25/17	537	11	15	3	33%	4h 22m
	Level 1	Level 2	5/25/17	480	13	15	10	50%	2h 28m
	Level 2	Level 2	5/25/17	484	10	15	7	86%	1h 35m
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 2 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Early 7	Early 7	5/25/17	613	3	13	16	50%	13h 8m
	Level 5	Early 7	3/10/17	623	56	13	0		25m
	Level 6	Early 7	5/25/17	625	40	13	11	82%	7h 58m
	Level 3	Level 6	5/24/17	601	84	13	2	0%	1h 57m
	Only 1 Diagnostic Completed	Level 6	3/10/17	604	N/A		1	100%	59m
	Level 4	Level 6	3/13/17	591	48	13	4	100%	1h 13m
	Level 6	Level 6	5/25/17	601	1	13	10	50%	3h 38m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 2 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Early 7	Level 6	5/25/17	594	-17*	13	8	38%	5h 15m
	Level 4	Level 6	5/25/17	588	27	13	0		54m
	Level 6	Level 5	3/13/17	574	-9*	13	3	100%	1h 27m
	Level 4	Level 5	5/24/17	568	18	13	0		14m
	Level 5	Level 4	5/25/17	555	-21*	13	5	20%	3h 34m
	Level 6	Level 3	5/25/17	518	-69*	13	14	93%	4h 19m
	Early 7	Level 3	3/10/17	528	-91*	13	2	100%	30m
	Level 1	Level 2	5/24/17	486	20	13	1	100%	23m
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 3 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

	Diagnostic Summary						Instruction Summary		
Student Name	**Initial Placement**	**Final Placement**	**Final Date**	**Final Scale Score**	**Annual Growth**	**Target**	**# Lessons Completed**	**Pass Rate**	**Total Time on Task**
	Early 7	Late 7	5/25/17	665	45	13	0		22m
	Level 6	Mid 7	5/25/17	641	42	13	0		
	Only 1 Diagnostic Completed	Mid 7	12/21/16	643	N/A		0		
	Early 7	Mid 7	5/25/17	641	14	13	8	50%	4h 49m
	Early 7	Mid 7	5/25/17	640	10	13	12	50%	8h 12m
	Level 6	Early 7	3/10/17	613	21	13	1	100%	1h 10m
	Only 1 Diagnostic Completed	Early 7	12/21/16	622	N/A		0		38m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 3 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Early 7	12/7/16	618	N/A		2	50%	1h 10m
	Early 7	Early 7	5/25/17	627	12	13	0		
	Early 7	Early 7	5/25/17	619	3	13	0		18m
	Level 6	Early 7	5/25/17	625	22	13	0		45m
	Early 7	Early 7	5/25/17	622	-8*	13	1	100%	47m
	Early 7	Early 7	5/25/17	625	8	13	0		12m
	Level 4	Early 7	5/25/17	627	63	13	1	100%	1h 6m
	Only 1 Diagnostic Completed	Early 7	12/21/16	631	N/A		1	100%	34m
	Only 1 Diagnostic Completed	Early 7	12/7/16	621	N/A		1	100%	25m
	Level 6	Early 7	5/25/17	623	39	13	2	100%	1h 32m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 3 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 6	12/21/16	585	N/A		0		
	Level 6	Level 6	5/25/17	608	5	13	8	100%	2h 58m
	Only 1 Diagnostic Completed	Level 6	3/26/17	600	N/A		6	50%	3h 35m
	Only 1 Diagnostic Completed	Level 6	3/29/17	583	N/A		1	100%	25m
	Level 3	Level 5	5/25/17	572	70	13	5	60%	2h 20m
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 4 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Early 7	12/21/16	616	N/A		0		6m
	Level 3	Early 7	5/25/17	626	101	13	10	80%	3h 19m
	Only 1 Diagnostic Completed	Level 6	3/10/17	595	N/A		11	91%	7h 8m
	Level 6	Level 6	5/25/17	602	-2*	13	7	71%	3h 10m
	Level 3	Level 6	5/25/17	583	51	13	4	50%	2h 20m
	Level 4	Level 6	5/25/17	592	27	13	8	100%	4h 51m
	Level 4	Level 5	3/10/17	577	12	13	1	100%	24m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 4 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 4	Level 4	3/10/17	546	-13*	13	3	67%	2h 59m
	Level 3	Level 4	3/13/17	549	49	13	0		48m
	Level 4	Level 4	5/4/17	564	5	13	9	89%	2h 35m
	Level 4	Level 4	3/23/17	547	-18*	13	0		17m
	Level 4	Level 3	5/25/17	515	-35*	13	3	67%	4h 45m
	Level 4	Level 3	5/24/17	511	-52*	13	1	100%	1h 37m
	Level 1	Level 3	3/31/17	504	31	13	3	67%	3h 1m
	Level 3	Level 3	5/25/17	513	-19*	13	1	0%	35m
	Level 5	Level 3	3/30/17	524	-44*	13	11	27%	7h 10m
	Level 3	Level 3	4/6/17	514	16	13	0		1m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 4 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 3	Level 2	5/24/17	480	-22*	13	2	100%	1h 13m
	Level 1	Level 2	3/27/17	475	23	13	4	75%	1h 10m
	Level 2	Level 2	5/24/17	477	-6*	13	4	100%	1h 53m
	Level 2	Level 1	5/24/17	447	-27*	13	13	92%	1h 49m
	Level 2	Level 1	3/13/17	471	-19*	13	12	100%	7h 10m
	Level 2	Level 1	4/4/17	473	-3*	13	4	75%	1h 14m
	Level K	Level K	5/24/17	351	-4*	13	11	45%	4h 2m
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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i-Ready Diagnostic & Instruction

Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 6 (Reading)

Use this report to view how your students progressed through i-Ready Diagnostic & Instruction for the previous academic year.

Student Detail

On (Mid/Late) or Above Level | 1 Level Below | 2 or More Levels Below

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Level 6	Mid 7	5/25/17	640	48	13	2	100%	1h
	Level 3	Level 6	5/25/17	593	75	13	0		2m
	Only 1 Diagnostic Completed	Level 6	12/21/16	584	N/A		0		3m
	Level 5	Level 6	5/25/17	585	13	13	0		
	Level 6	Level 6	5/25/17	592	-12*	13	3	67%	1h 20m
	Level 5	Level 6	5/25/17	608	33	13	1	100%	28m
	Level 3	Level 5	5/25/17	575	55	13	1	0%	56m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 6 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
	Only 1 Diagnostic Completed	Level 5	12/21/16	581	N/A		3	100%	40m
	Level 4	Level 5	5/25/17	572	7	13	11	73%	3h 30m
	Level 4	Level 4	5/25/17	562	16	13	2	100%	43m
	Level 4	Level 4	5/25/17	563	18	13	5	60%	2h 18m
	Level 4	Level 4	5/25/17	547	-14*	13	7	86%	2h 17m
	Level 1	Level 3	5/24/17	530	95	13	3	100%	1h 4m
	Level 4	Level 3	5/25/17	510	-33*	13	8	63%	4h 7m
	Level 4	Level 3	5/25/17	519	-31*	13	0		2h 16m
	Level 1	Level 1	5/24/17	445	-12*	13	2	100%	1h 16m
	Level K	Level 1	5/24/17	437	26	13	9	67%	1h 44m

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Student Performance Report

Select Students by: Class

Class: BRITTON LANG ARTS 3 PER 6 (Reading)

Student Name	Diagnostic Summary						Instruction Summary		
	Initial Placement	Final Placement	Final Date	Final Scale Score	Annual Growth	Target	# Lessons Completed	Pass Rate	Total Time on Task
							0		
							0		
							0		
							0		
							0		

*Negative values are usually due to measurement error rather than a student truly regressing or losing skills and should be interpreted as zero.

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Needs Analysis by Grade Report

Academic year: Current (2017-2018)
Subject: Math
Define "On Level": Beginning of Year View
Show: AP1/Fall - 08/28/2017 - 10/27/2017

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 6

Number of Students Assessed: 144
Total Number of Students: 147

	AP1/Fall - 08/28/2017 - 10/27/2017	
	Average Scale Score	Students Below Level
Overall Math Level	464	44% (63)
Number and Operations	466	40% (58)
Algebra and Algebraic Thinking	470	36% (52)
Measurement and Data	459	42% (61)
Geometry	458	53% (77)

Grade 7

Number of Students Assessed: 128
Total Number of Students: 135

	AP1/Fall - 08/28/2017 - 10/27/2017	
	Average Scale Score	Students Below Level
Overall Math Level	470	59% (75)
Number and Operations	473	52% (66)
Algebra and Algebraic Thinking	476	52% (66)
Measurement and Data	466	55% (71)
Geometry	464	62% (79)

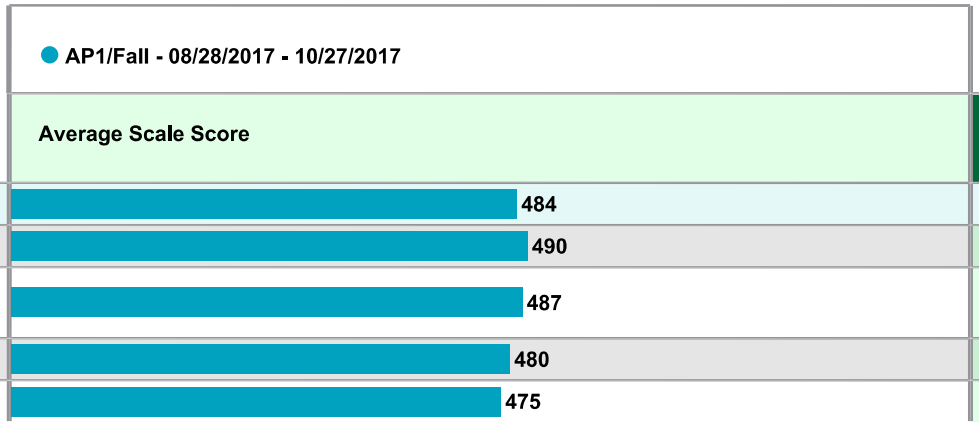
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Needs Analysis by Grade Report

Academic year: Current (2017-2018)
Subject: Math
Define "On Level": Beginning of Year View
Show: AP1/Fall - 08/28/2017 - 10/27/2017

Grade 8

Number of Students Assessed: 91
Total Number of Students: 93



	Average Scale Score	Students Below Level
Overall Math Level	484	56% (51)
Number and Operations	490	47% (43)
Algebra and Algebraic Thinking	487	51% (46)
Measurement and Data	480	48% (44)
Geometry	475	63% (57)

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[redacted]

6	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	444	Level 3	11	2 or More Levels Below	70	444	Level 3	11 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	421	Level 2	4	2 or More Levels Below	45	421	Level 2	4 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	122	488	Level 5	52	1 Level Below	122	488	Level 5	52 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	38	449	Level 3	14	2 or More Levels Below	38	449	Level 3	14 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	39	441	Level 3	10	2 or More Levels Below	39	441	Level 3	10 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	460	Level 4	22	2 or More Levels Below	30	460	Level 4	22 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	69	444	Level 3	11	2 or More Levels Below	69	444	Level 3	11 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	54	473	Level 5	34	1 Level Below	54	473	Level 5	34 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	488	Level 5	52	1 Level Below	49	488	Level 5	52 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	42	467	Level 5	28	1 Level Below	42	467	Level 5	28 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	24	388	Level 1	1	2 or More Levels Below	24	388	Level 1	1 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	33	461	Level 4	23	2 or More Levels Below	33	461	Level 4	23 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	69	492	Level 5	58	1 Level Below	69	492	Level 5	58 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	473	Level 5	34	1 Level Below	30	473	Level 5	34 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	460	Level 4	22	2 or More Levels Below	62	460	Level 4	22 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	96	487	Level 5	51	1 Level Below	96	487	Level 5	51 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	484	Level 5	47	1 Level Below	55	484	Level 5	47 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	480	Level 5	42	1 Level Below	30	480	Level 5	42 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	453	Level 4	16	2 or More Levels Below	43	453	Level 4	16 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	464	Level 4	25	2 or More Levels Below	57	464	Level 4	25 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	38	485	Level 5	48	1 Level Below	38	485	Level 5	48 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	51	467	Level 5	28	1 Level Below	51	467	Level 5	28 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	92	489	Level 5	54	1 Level Below	92	489	Level 5	54 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	37	449	Level 3	14	2 or More Levels Below	37	449	Level 3	14 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	85	480	Level 5	42	1 Level Below	85	480	Level 5	42 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	39	408	Level 1	2	2 or More Levels Below	39	408	Level 1	2 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	61	461	Level 4	23	2 or More Levels Below	61	461	Level 4	23 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	40	469	Level 5	30	1 Level Below	40	469	Level 5	30 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	69	478	Level 5	40	1 Level Below	69	478	Level 5	40 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	20	427	Level 2	5	2 or More Levels Below	20	427	Level 2	5 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	473	Level 5	34	1 Level Below	65	473	Level 5	34 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	80	467	Level 5	28	1 Level Below	80	467	Level 5	28 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	430	Level 2	6	2 or More Levels Below	34	430	Level 2	6 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	494	Level 5	61	1 Level Below	55	494	Level 5	61 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	56	488	Level 5	52	1 Level Below	56	488	Level 5	52 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	44	499	Early 6	69	On Level	44	499	Early 6	69 On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	63	462	Level 4	23	2 or More Levels Below	63	462	Level 4	23 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	459	Level 4	21	2 or More Levels Below	52	459	Level 4	21 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	42	500	Early 6	70	On Level	42	500	Early 6	70 On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	64	484	Level 5	47	1 Level Below	64	484	Level 5	47 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	51	447	Level 3	12	2 or More Levels Below	51	447	Level 3	12 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	75	496	Early 6	64	On Level	75	496	Early 6	64 On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	79	490	Level 5	55	1 Level Below	79	490	Level 5	55 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	449	Level 3	14	2 or More Levels Below	45	449	Level 3	14 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	74	467	Level 5	28	1 Level Below	74	467	Level 5	28 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	54	442	Level 3	10	2 or More Levels Below	54	442	Level 3	10 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	488	Level 5	52	1 Level Below	45	488	Level 5	52 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	472	Level 5	33	1 Level Below	34	472	Level 5	33 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	79	498	Early 6	67	On Level	79	498	Early 6	67 On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	464	Level 4	25	2 or More Levels Below	66	464	Level 4	25 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	28	397	Level 1	1	2 or More Levels Below	28	397	Level 1	1 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	58	442	Level 3	10	2 or More Levels Below	58	442	Level 3	10 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	48	445	Level 3	11	2 or More Levels Below	48	445	Level 3	11 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	71	506	Early 6	78	On Level	71	506	Early 6	78 On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	432	Level 2	7	2 or More Levels Below	30	432	Level 2	7 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	77	483	Level 5	46	1 Level Below	77	483	Level 5	46 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	444	Level 3	11	2 or More Levels Below	49	444	Level 3	11 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	74	483	Level 5	46	1 Level Below	74	483	Level 5	46 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	35	459	Level 4	21	2 or More Levels Below	35	459	Level 4	21 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	27	500	Early 6	70	On Level	27	500	Early 6	70 On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	484	Level 5	47	1 Level Below	65	484	Level 5	47 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	481	Level 5	43	1 Level Below	49	481	Level 5	43 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	87	438	Level 3	8	2 or More Levels Below	87	438	Level 3	8 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	442	Level 3	10	2 or More Levels Below	45	442	Level 3	10 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	488	Level 5	52	1 Level Below	65	488	Level 5	52 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	467	Level 5	28	1 Level Below	55	467	Level 5	28 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	438	Level 3	8	2 or More Levels Below	57	438	Level 3	8 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	424	Level 2	4	2 or More Levels Below	46	424	Level 2	4 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	470	Level 5	31	1 Level Below	73	470	Level 5	31 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	473	Level 5	34	1 Level Below	70	473	Level 5	34 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	461	Level 4	23	2 or More Levels Below	62	461	Level 4	23 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	470	Level 5	31	1 Level Below	49	470	Level 5	31 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	464	Level 4	25	2 or More Levels Below	45	464	Level 4	25 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	107	474	Level 5	35	1 Level Below	107	474	Level 5	35 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	32	433	Level 2	7	2 or More Levels Below	32	433	Level 2	7 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	75	445	Level 3	11	2 or More Levels Below	75	445	Level 3	11 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	478	Level 5	40	1 Level Below	53	478	Level 5	40 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math									
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	492	Level 5	58	1 Level Below	73	492	Level 5	58 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	35	377	Level K	1	2 or More Levels Below	35	377	Level K	1 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	69	490	Level 5	55	1 Level Below	69	490	Level 5	55 1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	415	Level 2	3	2 or More Levels Below	36	415	Level 2	3 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	448	Level 3	13	2 or More Levels Below	70	448	Level 3	13 2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	148	435	Level 3	7	2 or More Levels Below	148	435	Level 3	7 2 or More Levels Below

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6	2017-2018	SOMERSET ACADEMY KEY MS	Math	26	500	Early 6	70	On Level	26	500	Early 6	70	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	71	473	Level 5	34	1 Level Below	71	473	Level 5	34	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	20	470	Level 5	31	1 Level Below	20	470	Level 5	31	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	107	438	Level 3	8	2 or More Levels Below	107	438	Level 3	8	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	443	Level 3	10	2 or More Levels Below	36	443	Level 3	10	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	445	Level 3	11	2 or More Levels Below	52	445	Level 3	11	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	495	Early 6	63	On Level	68	495	Early 6	63	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	509	Early 6	82	On Level	47	509	Early 6	82	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	495	Early 6	63	On Level	47	495	Early 6	63	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	480	Level 5	42	1 Level Below	30	480	Level 5	42	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	444	Level 3	11	2 or More Levels Below	65	444	Level 3	11	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	475	Level 5	37	1 Level Below	45	475	Level 5	37	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	26	441	Level 3	10	2 or More Levels Below	26	441	Level 3	10	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	468	Level 5	29	1 Level Below	68	468	Level 5	29	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	40	476	Level 5	38	1 Level Below	40	476	Level 5	38	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	486	Level 5	50	1 Level Below	55	486	Level 5	50	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	474	Level 5	35	1 Level Below	45	474	Level 5	35	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math										
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	37	420	Level 2	4	2 or More Levels Below	37	420	Level 2	4	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	23	394	Level 1	1	2 or More Levels Below	23	394	Level 1	1	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	461	Level 4	23	2 or More Levels Below	47	461	Level 4	23	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	48	481	Level 5	43	1 Level Below	48	481	Level 5	43	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	92	475	Level 5	37	1 Level Below	92	475	Level 5	37	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math										
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	481	Level 5	43	1 Level Below	52	481	Level 5	43	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	54	482	Level 5	45	1 Level Below	54	482	Level 5	45	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	469	Level 5	30	1 Level Below	73	469	Level 5	30	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	61	478	Level 5	40	1 Level Below	61	478	Level 5	40	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	460	Level 4	22	2 or More Levels Below	57	460	Level 4	22	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	40	455	Level 4	18	2 or More Levels Below	40	455	Level 4	18	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math										
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	486	Level 5	50	1 Level Below	70	486	Level 5	50	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	58	443	Level 3	10	2 or More Levels Below	58	443	Level 3	10	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	74	505	Early 6	77	On Level	74	505	Early 6	77	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	38	479	Level 5	41	1 Level Below	38	479	Level 5	41	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	453	Level 4	16	2 or More Levels Below	43	453	Level 4	16	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	76	498	Early 6	67	On Level	76	498	Early 6	67	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	456	Level 4	19	2 or More Levels Below	52	456	Level 4	19	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math										
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	463	Level 4	24	2 or More Levels Below	45	463	Level 4	24	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	468	Level 5	29	1 Level Below	49	468	Level 5	29	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math										
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	417	Level 2	3	2 or More Levels Below	57	417	Level 2	3	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	40	452	Level 4	16	2 or More Levels Below	40	452	Level 4	16	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	92	457	Level 4	19	2 or More Levels Below	92	457	Level 4	19	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	26	371	Level K	1	2 or More Levels Below	26	371	Level K	1	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	480	Level 5	42	1 Level Below	68	480	Level 5	42	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	475	Level 5	37	1 Level Below	67	475	Level 5	37	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	108	480	Level 5	42	1 Level Below	108	480	Level 5	42	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	39	480	Level 5	42	1 Level Below	39	480	Level 5	42	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	108	507	Early 6	80	On Level	108	507	Early 6	80	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	514	Mid 6	86	On Level	73	514	Mid 6	86	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	75	405	Level 1	2	2 or More Levels Below	75	405	Level 1	2	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	502	Early 6	73	On Level	67	502	Early 6	73	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	505	Early 6	77	On Level	57	505	Early 6	77	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	51	491	Level 5	57	1 Level Below	51	491	Level 5	57	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	22	444	Level 3	11	2 or More Levels Below	22	444	Level 3	11	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	42	433	Level 2	7	2 or More Levels Below	42	433	Level 2	7	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	467	Level 5	28	1 Level Below	47	467	Level 5	28	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	505	Early 6	77	On Level	53	505	Early 6	77	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	71	479	Level 5	41	1 Level Below	71	479	Level 5	41	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	470	Level 5	31	1 Level Below	47	470	Level 5	31	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	60	475	Level 5	37	1 Level Below	60	475	Level 5	37	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	415	Level 2	3	2 or More Levels Below	30	415	Level 2	3	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	447	Level 3	12	2 or More Levels Below	46	447	Level 3	12	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	59	501	Level 6	60	1 Level Below	59	501	Level 6	60	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	415	Level 2	2	2 or More Levels Below	66	415	Level 2	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	513	Early 7	75	On Level	45	513	Early 7	75	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	74	472	Level 5	25	2 or More Levels Below	74	472	Level 5	25	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	496	Level 6	53	1 Level Below	43	496	Level 6	53	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	110	485	Level 6	38	1 Level Below	110	485	Level 6	38	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	447	Level 3	10	2 or More Levels Below	52	447	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	521	Early 7	83	On Level	70	521	Early 7	83	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	479	Level 5	32	2 or More Levels Below	45	479	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	494	Level 6	50	1 Level Below	65	494	Level 6	50	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	60	488	Level 6	42	1 Level Below	60	488	Level 6	42	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	491	Level 6	46	1 Level Below	55	491	Level 6	46	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	91	524	Early 7	85	On Level	91	524	Early 7	85	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	50	489	Level 6	43	1 Level Below	50	489	Level 6	43	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	44	478	Level 5	31	2 or More Levels Below	44	478	Level 5	31	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	59	506	Level 6	67	1 Level Below	59	506	Level 6	67	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										

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7	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	500	Level 6	59	1 Level Below	45	500	Level 6	59	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	59	502	Level 6	62	1 Level Below	59	502	Level 6	62	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	448	Level 3	10	2 or More Levels Below	4	331	Level K	1	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	77	464	Level 4	19	2 or More Levels Below	77	464	Level 4	19	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	33	457	Level 4	15	2 or More Levels Below	33	457	Level 4	15	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	76	470	Level 5	23	2 or More Levels Below	76	470	Level 5	23	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	72	509	Early 7	71	On Level	72	509	Early 7	71	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	76	483	Level 6	36	1 Level Below	76	483	Level 6	36	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	44	456	Level 4	14	2 or More Levels Below	44	456	Level 4	14	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	79	491	Level 6	46	1 Level Below	79	491	Level 6	46	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	75	485	Level 6	38	1 Level Below	75	485	Level 6	38	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	417	Level 2	2	2 or More Levels Below	53	417	Level 2	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	81	481	Level 6	34	1 Level Below	81	481	Level 6	34	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	25	429	Level 2	4	2 or More Levels Below	25	429	Level 2	4	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	33	481	Level 6	34	1 Level Below	33	481	Level 6	34	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	460	Level 4	16	2 or More Levels Below	68	460	Level 4	16	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	448	Level 3	10	2 or More Levels Below	55	448	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	505	Level 6	66	1 Level Below	49	505	Level 6	66	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	440	Level 3	7	2 or More Levels Below	43	440	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	60	468	Level 5	22	2 or More Levels Below	60	468	Level 5	22	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	419	Level 2	3	2 or More Levels Below	36	419	Level 2	3	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	90	476	Level 5	29	2 or More Levels Below	90	476	Level 5	29	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	40	457	Level 4	15	2 or More Levels Below	29	463	Level 4	18	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	420	Level 2	3	2 or More Levels Below	34	420	Level 2	3	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	85	454	Level 4	13	2 or More Levels Below	85	454	Level 4	13	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	48	478	Level 5	31	2 or More Levels Below	48	478	Level 5	31	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	146	527	Early 7	87	On Level	146	527	Early 7	87	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	78	504	Level 6	65	1 Level Below	78	504	Level 6	65	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	82	488	Level 6	42	1 Level Below	82	488	Level 6	42	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	463	Level 4	18	2 or More Levels Below	66	463	Level 4	18	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	479	Level 5	32	2 or More Levels Below	62	479	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	495	Level 6	52	1 Level Below	46	495	Level 6	52	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	72	447	Level 3	10	2 or More Levels Below	72	447	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	59	412	Level 1	2	2 or More Levels Below	59	412	Level 1	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	442	Level 3	8	2 or More Levels Below	43	442	Level 3	8	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	51	412	Level 1	2	2 or More Levels Below	51	412	Level 1	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	59	377	Level K	1	2 or More Levels Below	59	377	Level K	1	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	506	Level 6	67	1 Level Below	67	506	Level 6	67	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	113	522	Early 7	84	On Level	113	522	Early 7	84	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	86	490	Level 6	45	1 Level Below	86	490	Level 6	45	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	448	Level 3	10	2 or More Levels Below	55	448	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	39	469	Level 5	23	2 or More Levels Below	39	469	Level 5	23	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	443	Level 3	8	2 or More Levels Below	36	443	Level 3	8	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	19	426	Level 2	4	2 or More Levels Below	19	426	Level 2	4	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	496	Level 6	53	1 Level Below	66	496	Level 6	53	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	85	462	Level 4	18	2 or More Levels Below	85	462	Level 4	18	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	100	488	Level 6	42	1 Level Below	100	488	Level 6	42	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	56	491	Level 6	46	1 Level Below	56	491	Level 6	46	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	38	495	Level 6	52	1 Level Below	38	495	Level 6	52	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	71	479	Level 5	32	2 or More Levels Below	71	479	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	83	498	Level 6	56	1 Level Below	83	498	Level 6	56	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	413	Level 2	2	2 or More Levels Below	46	413	Level 2	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	494	Level 6	50	1 Level Below	67	494	Level 6	50	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	94	489	Level 6	43	1 Level Below	94	489	Level 6	43	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	24	410	Level 1	2	2 or More Levels Below	24	410	Level 1	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	71	461	Level 4	17	2 or More Levels Below	71	461	Level 4	17	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	61	471	Level 5	24	2 or More Levels Below	61	471	Level 5	24	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	479	Level 5	32	2 or More Levels Below	73	479	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	494	Level 6	50	1 Level Below	57	494	Level 6	50	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	98	459	Level 4	16	2 or More Levels Below	98	459	Level 4	16	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	44	412	Level 1	2	2 or More Levels Below	44	412	Level 1	2	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	120	504	Level 6	65	1 Level Below	120	504	Level 6	65	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	50	451	Level 4	11	2 or More Levels Below	50	451	Level 4	11	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	15	433	Level 2	5	2 or More Levels Below	15	433	Level 2	5	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	59	466	Level 5	20	2 or More Levels Below	59	466	Level 5	20	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	86	457	Level 4	15	2 or More Levels Below	86	457	Level 4	15	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	38	466	Level 5	20	2 or More Levels Below	38	466	Level 5	20	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	72	529	Early 7	88	On Level	72	529	Early 7	88	On Level

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7	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	467	Level 5	21	2 or More Levels Below	34	467	Level 5	21	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	464	Level 4	19	2 or More Levels Below	55	464	Level 4	19	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	439	Level 3	7	2 or More Levels Below	44	440	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	58	459	Level 4	16	2 or More Levels Below	58	459	Level 4	16	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	42	458	Level 4	15	2 or More Levels Below	42	458	Level 4	15	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	80	433	Level 2	5	2 or More Levels Below	80	433	Level 2	5	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	72	448	Level 3	10	2 or More Levels Below	72	448	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	447	Level 3	10	2 or More Levels Below	36	447	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	477	Level 5	30	2 or More Levels Below	47	477	Level 5	30	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	56	483	Level 6	36	1 Level Below	56	483	Level 6	36	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	37	469	Level 5	23	2 or More Levels Below	37	469	Level 5	23	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	32	489	Level 6	43	1 Level Below	32	489	Level 6	43	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	439	Level 3	7	2 or More Levels Below	52	439	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	24	454	Level 4	13	2 or More Levels Below	24	454	Level 4	13	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	445	Level 3	9	2 or More Levels Below	46	445	Level 3	9	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	459	Level 4	16	2 or More Levels Below	34	459	Level 4	16	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	80	546	Mid 7	95	On Level	80	546	Mid 7	95	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	75	466	Level 5	20	2 or More Levels Below	75	466	Level 5	20	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	9	394	Level 1	1	2 or More Levels Below	9	394	Level 1	1	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	442	Level 3	8	2 or More Levels Below	57	479	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	112	483	Level 6	36	1 Level Below	112	483	Level 6	36	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	99	518	Early 7	80	On Level	99	518	Early 7	80	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	29	358	Level K	1	2 or More Levels Below	29	358	Level K	1	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	25	465	Level 5	20	2 or More Levels Below	31	465	Level 5	20	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	460	Level 4	16	2 or More Levels Below	52	460	Level 4	16	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	34	486	Level 6	40	1 Level Below	34	486	Level 6	40	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	32	484	Level 6	37	1 Level Below	32	484	Level 6	37	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	41	441	Level 3	7	2 or More Levels Below	41	441	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	479	Level 5	32	2 or More Levels Below	57	479	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	100	551	Mid 7	96	On Level	100	551	Mid 7	96	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	48	522	Early 7	84	On Level	48	522	Early 7	84	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	74	494	Level 6	50	1 Level Below	74	494	Level 6	50	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	105	477	Level 5	30	2 or More Levels Below	105	477	Level 5	30	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	493	Level 6	49	1 Level Below	68	493	Level 6	49	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	38	474	Level 5	27	2 or More Levels Below	38	474	Level 5	27	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	463	Level 4	18	2 or More Levels Below	73	463	Level 4	18	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	83	481	Level 6	34	1 Level Below	83	481	Level 6	34	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	480	Level 6	33	1 Level Below	62	480	Level 6	33	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math										
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	513	Early 7	75	On Level	62	513	Early 7	75	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	48	484	Level 6	37	1 Level Below	48	484	Level 6	37	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	490	Level 6	45	1 Level Below	47	490	Level 6	45	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	32	472	Level 5	25	2 or More Levels Below	32	472	Level 5	25	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	440	Level 3	7	2 or More Levels Below	57	440	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Math	74	476	Level 5	29	2 or More Levels Below	74	476	Level 5	29	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	81	521	Early 8	71	On Level	81	521	Early 8	71	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	24	396	Level 1	1	2 or More Levels Below	24	396	Level 1	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	119	426	Level 2	3	2 or More Levels Below	119	426	Level 2	3	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	36	483	Level 6	27	2 or More Levels Below	36	483	Level 6	27	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	57	501	Level 7	48	1 Level Below	57	501	Level 7	48	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	512	Early 6	84	On Level	46	512	Early 6	84	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	443	Level 3	6	2 or More Levels Below	43	443	Level 3	6	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	89	496	Level 7	42	1 Level Below	89	496	Level 7	42	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	60	476	Level 5	21	2 or More Levels Below	60	476	Level 5	21	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	90	532	Early 8	81	On Level	90	532	Early 8	81	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	58	473	Level 5	19	2 or More Levels Below	58	473	Level 5	19	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	78	491	Level 6	36	2 or More Levels Below	78	491	Level 6	36	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	72	461	Level 4	12	2 or More Levels Below	72	461	Level 4	12	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	113	402	Level 1	1	2 or More Levels Below	113	402	Level 1	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	113	487	Level 6	32	2 or More Levels Below	113	487	Level 6	32	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	114	518	Early 8	68	On Level	114	518	Early 8	68	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	21	449	Level 3	7	2 or More Levels Below	21	449	Level 3	7	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	50	459	Level 4	11	2 or More Levels Below	50	459	Level 4	11	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	87	488	Level 6	33	2 or More Levels Below	87	488	Level 6	33	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	478	Level 5	23	2 or More Levels Below	46	478	Level 5	23	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	58	532	Early 8	81	On Level	58	532	Early 8	81	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	450	Level 4	8	2 or More Levels Below	53	450	Level 4	8	2 or More Levels Below

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8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	82	490	Level 6	35	2 or More Levels Below	82	490	Level 6	35	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	441	Level 3	5	2 or More Levels Below	43	441	Level 3	5	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	100	497	Level 7	43	1 Level Below	100	497	Level 7	43	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	499	Level 7	46	1 Level Below	68	499	Level 7	46	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	80	511	Level 7	61	1 Level Below	80	511	Level 7	61	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	48	427	Level 2	3	2 or More Levels Below	48	427	Level 2	3	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	39	523	Early 8	73	On Level	39	523	Early 8	73	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	531	Early 8	81	On Level	67	531	Early 8	81	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	526	Early 8	76	On Level	53	526	Early 8	76	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	45	489	Level 6	34	2 or More Levels Below	45	489	Level 6	34	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	30	470	Level 5	17	2 or More Levels Below	30	470	Level 5	17	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	488	Level 6	33	2 or More Levels Below	62	488	Level 6	33	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	464	Level 4	14	2 or More Levels Below	73	464	Level 4	14	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	496	Level 7	42	1 Level Below	66	496	Level 7	42	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	120	532	Early 8	81	On Level	120	532	Early 8	81	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	498	Level 7	45	1 Level Below	55	498	Level 7	45	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	103	521	Early 8	71	On Level	103	521	Early 8	71	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	41	471	Level 5	18	2 or More Levels Below	41	471	Level 5	18	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	46	465	Level 5	14	2 or More Levels Below	46	465	Level 5	14	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	39	497	Level 7	43	1 Level Below	39	497	Level 7	43	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	488	Level 6	33	2 or More Levels Below	67	488	Level 6	33	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	511	Level 7	61	1 Level Below	66	511	Level 7	61	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	58	496	Level 7	42	1 Level Below	58	496	Level 7	42	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	71	541	Mid 8	87	On Level	71	541	Mid 8	87	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	92	513	Level 7	63	1 Level Below	92	513	Level 7	63	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	43	535	Early 8	83	On Level	43	535	Early 8	83	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	514	Level 7	64	1 Level Below	65	514	Level 7	64	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	125	420	Level 2	2	2 or More Levels Below	125	420	Level 2	2	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	134	547	Mid 8	90	On Level	134	547	Mid 8	90	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	531	Early 8	81	On Level	70	531	Early 8	81	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	484	Level 6	28	2 or More Levels Below	73	484	Level 6	28	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	20	440	Level 3	5	2 or More Levels Below	20	440	Level 3	5	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	51	518	Early 8	68	On Level	51	518	Early 8	68	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	109	496	Level 7	42	1 Level Below	109	496	Level 7	42	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	531	Early 8	81	On Level	66	531	Early 8	81	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	117	469	Level 5	16	2 or More Levels Below	117	469	Level 5	16	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	26	465	Level 5	14	2 or More Levels Below	26	465	Level 5	14	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	16	419	Level 2	2	2 or More Levels Below	16	419	Level 2	2	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	82	484	Level 6	28	2 or More Levels Below	82	484	Level 6	28	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	76	450	Level 4	8	2 or More Levels Below	76	450	Level 4	8	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	469	Level 5	16	2 or More Levels Below	53	469	Level 5	16	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	70	523	Early 8	73	On Level	70	523	Early 8	73	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	128	527	Early 8	77	On Level	128	527	Early 8	77	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	63	457	Level 4	10	2 or More Levels Below	63	457	Level 4	10	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	115	526	Early 8	76	On Level	115	526	Early 8	76	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	117	519	Early 8	69	On Level	117	519	Early 8	69	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	77	512	Level 7	62	1 Level Below	77	512	Level 7	62	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	490	Level 6	35	2 or More Levels Below	55	490	Level 6	35	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	55	505	Level 7	53	1 Level Below	55	505	Level 7	53	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	53	406	Level 1	1	2 or More Levels Below	53	406	Level 1	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	40	493	Level 7	38	1 Level Below	40	493	Level 7	38	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	47	507	Level 7	56	1 Level Below	47	507	Level 7	56	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	79	474	Level 5	20	2 or More Levels Below	79	474	Level 5	20	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	82	403	Level 1	1	2 or More Levels Below	82	403	Level 1	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	66	457	Level 4	10	2 or More Levels Below	66	457	Level 4	10	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	62	475	Level 5	20	2 or More Levels Below	62	475	Level 5	20	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	499	Level 7	46	1 Level Below	67	499	Level 7	46	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	26	447	Level 3	7	2 or More Levels Below	26	447	Level 3	7	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	490	Level 6	35	2 or More Levels Below	65	490	Level 6	35	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	42	475	Level 5	20	2 or More Levels Below	42	475	Level 5	20	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	72	476	Level 5	21	2 or More Levels Below	72	476	Level 5	21	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	52	500	Level 7	47	1 Level Below	52	500	Level 7	47	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	95	490	Level 6	35	2 or More Levels Below	95	490	Level 6	35	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	67	481	Level 6	26	2 or More Levels Below	67	481	Level 6	26	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	68	503	Level 7	51	1 Level Below	68	503	Level 7	51	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math	65	376	Level K	1	2 or More Levels Below	65	376	Level K	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Math										

[redacted]

Last Name	First Name	Studer	Academic Ye	School	Subjec	Diag	Diagr	Diagnosti	Diag	Diagnostic: Overall Relative I	Diagr	Diagr	Diagnostic	Diagr	Diagnostic: Overall Relative
		8	2017-2018	SOMERSET ACADEMY KEY MS	Math	32	481	Level 6	26	2 or More Levels Below	32	481	Level 6	26	2 or More Levels Below
		8	2017-2018	SOMERSET ACADEMY KEY MS	Math	101	481	Level 6	26	2 or More Levels Below	101	481	Level 6	26	2 or More Levels Below
		8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
		8	2017-2018	SOMERSET ACADEMY KEY MS	Math	73	533	Early 8	82	On Level	73	533	Early 8	82	On Level
		8	2017-2018	SOMERSET ACADEMY KEY MS	Math										
		8	2017-2018	SOMERSET ACADEMY KEY MS	Math	49	428	Level 2	3	2 or More Levels Below	49	428	Level 2	3	2 or More Levels Below

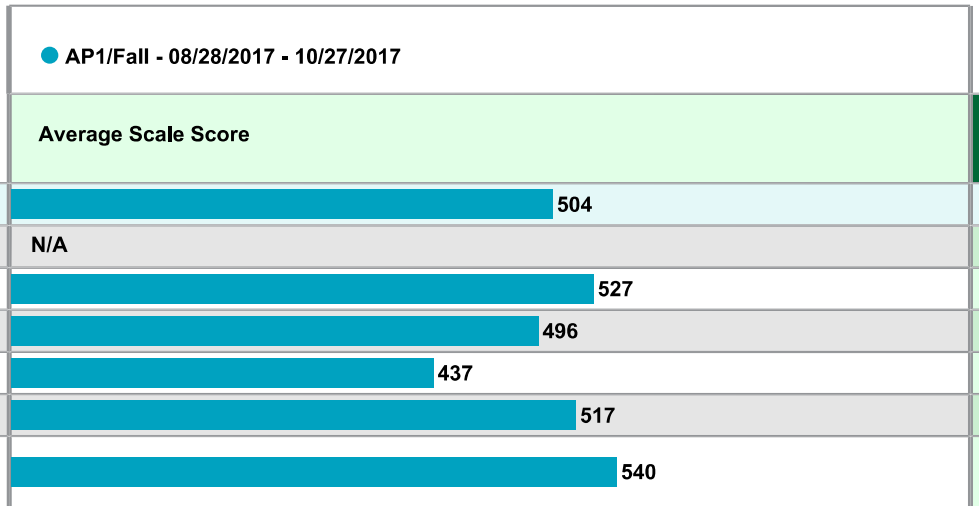
Needs Analysis by Grade Report

Academic year: Current (2017-2018)
Subject: Reading
Define "On Level": Standard View
Show: AP1/Fall - 08/28/2017 - 10/27/2017

Use this report to determine the domain-specific instructional needs of students in each grade in your school.

Grade 2

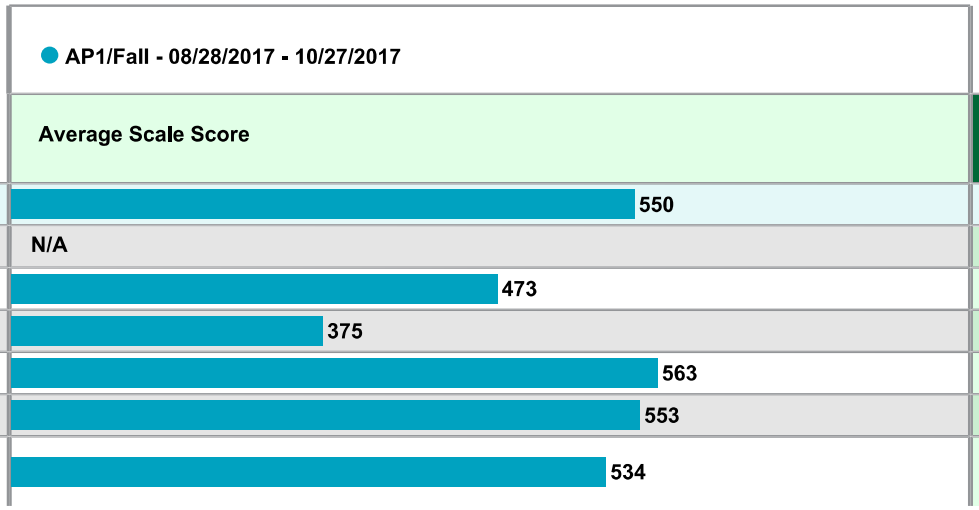
Number of Students Assessed: 1
Total Number of Students: 1



	Average Scale Score	Students Below Level
Overall Reading Level	504	0% (0)
Phonological Awareness	N/A	0% (0)
Phonics	527	0% (0)
High-Frequency Words	496	0% (0)
Vocabulary	437	100% (1)
Comprehension: Literature	517	0% (0)
Comprehension: Informational Text	540	0% (0)

Grade 6

Number of Students Assessed: 145
Total Number of Students: 147



	Average Scale Score	Students Below Level
Overall Reading Level	550	80% (116)
Phonological Awareness	N/A	0% (0)
Phonics	473	14% (20)
High-Frequency Words	375	2% (3)
Vocabulary	563	73% (106)
Comprehension: Literature	553	75% (109)
Comprehension: Informational Text	534	84% (122)

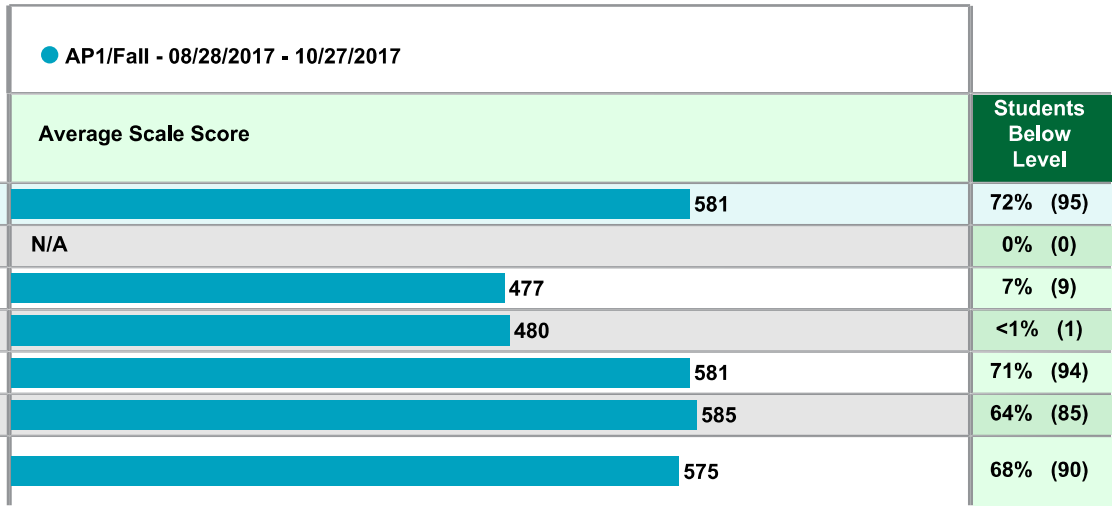
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Needs Analysis by Grade Report

Academic year: Current (2017-2018)
Subject: Reading
Define "On Level": Standard View
Show: AP1/Fall - 08/28/2017 - 10/27/2017

Grade 7

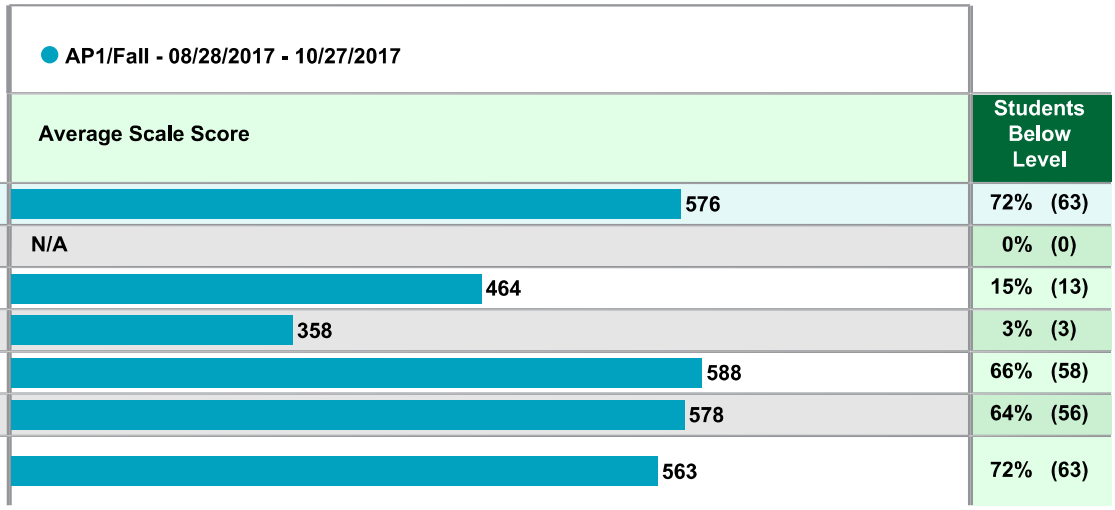
Number of Students Assessed: 132
Total Number of Students: 136



	Students Below Level
Overall Reading Level	72% (95)
Phonological Awareness	0% (0)
Phonics	7% (9)
High-Frequency Words	<1% (1)
Vocabulary	71% (94)
Comprehension: Literature	64% (85)
Comprehension: Informational Text	68% (90)

Grade 8

Number of Students Assessed: 88
Total Number of Students: 92



	Students Below Level
Overall Reading Level	72% (63)
Phonological Awareness	0% (0)
Phonics	15% (13)
High-Frequency Words	3% (3)
Vocabulary	66% (58)
Comprehension: Literature	64% (56)
Comprehension: Informational Text	72% (63)

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Last Name	First Name	Student ID	Grade	Academic Ye	School	Subject	Diagnostic	Diagnostic	Diagnostic:	Diagnosti	Diagnostic: Overall Relative P	Diagnostic:	Diagnostic: O	Diagnostic: Ov	Diagnostic: Pe	Diagnostic: Overall Relative Placement (1)
[redacted]	[redacted]	[redacted]	6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	17	474	Level 2	5	2 or More Levels Below	17	474	Level 2	5	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	480	Level 2	6	2 or More Levels Below	46	480	Level 2	6	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	86	613	Early 6	75	On Level	86	613	Early 6	75	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	31	485	Level 2	7	2 or More Levels Below	31	485	Level 2	7	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	30	573	Level 5	46	1 Level Below	30	573	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	19	526	Level 3	19	2 or More Levels Below	19	526	Level 3	19	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	522	Level 3	17	2 or More Levels Below	41	522	Level 3	17	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	55	614	Early 6	76	On Level	55	614	Early 6	76	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	54	591	Level 5	59	1 Level Below	54	591	Level 5	59	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	533	Level 3	22	2 or More Levels Below	64	533	Level 3	22	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	474	Level 2	5	2 or More Levels Below	27	474	Level 2	5	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	585	Level 5	55	1 Level Below	48	585	Level 5	55	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	617	Mid 6	78	On Level	53	617	Mid 6	78	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	67	561	Level 4	37	2 or More Levels Below	67	561	Level 4	37	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	564	Level 4	39	2 or More Levels Below	50	564	Level 4	39	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	54	626	Mid 6	83	On Level	54	626	Mid 6	83	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	585	Level 5	55	1 Level Below	49	585	Level 5	55	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	74	582	Level 5	52	1 Level Below	74	582	Level 5	52	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	576	Level 5	48	1 Level Below	27	576	Level 5	48	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	541	Level 3	25	2 or More Levels Below	45	541	Level 3	25	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	539	Level 3	24	2 or More Levels Below	50	539	Level 3	24	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	357	Level K	1	2 or More Levels Below	56	357	Level K	1	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	75	580	Level 5	51	1 Level Below	75	580	Level 5	51	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	13	515	Level 3	15	2 or More Levels Below	13	515	Level 3	15	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	611	Early 6	74	On Level	56	611	Early 6	74	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	33	604	Early 6	69	On Level	33	604	Early 6	69	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	507	Level 3	12	2 or More Levels Below	41	507	Level 3	12	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	34	534	Level 3	22	2 or More Levels Below	34	534	Level 3	22	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	543	Level 4	26	2 or More Levels Below	47	543	Level 4	26	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	16	400	Level K	1	2 or More Levels Below	16	400	Level K	1	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	529	Level 3	20	2 or More Levels Below	56	529	Level 3	20	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	21	527	Level 3	19	2 or More Levels Below	21	527	Level 3	19	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	17	611	Early 6	74	On Level	17	611	Early 6	74	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	29	545	Level 4	27	2 or More Levels Below	29	545	Level 4	27	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	25	557	Level 4	34	2 or More Levels Below	25	557	Level 4	34	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	574	Level 5	46	1 Level Below	53	574	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	25	557	Level 4	34	2 or More Levels Below	25	557	Level 4	34	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	8	567	Level 5	41	1 Level Below	8	567	Level 5	41	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	25	541	Level 3	25	2 or More Levels Below	25	541	Level 3	25	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	38	600	Early 6	66	On Level	38	600	Early 6	66	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	65	573	Level 5	46	1 Level Below	65	573	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	561	Level 4	37	2 or More Levels Below	64	561	Level 4	37	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	52	544	Level 4	26	2 or More Levels Below	52	544	Level 4	26	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	28	492	Level 2	8	2 or More Levels Below	28	492	Level 2	8	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	18	482	Level 2	6	2 or More Levels Below	18	482	Level 2	6	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	524	Level 3	18	2 or More Levels Below	24	524	Level 3	18	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	562	Level 4	37	2 or More Levels Below	46	562	Level 4	37	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	20	615	Early 6	77	On Level	20	615	Early 6	77	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	33	522	Level 3	17	2 or More Levels Below	33	522	Level 3	17	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	91	624	Mid 6	82	On Level	91	624	Mid 6	82	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	479	Level 2	6	2 or More Levels Below	47	479	Level 2	6	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	33	360	Level K	1	2 or More Levels Below	33	360	Level K	1	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	35	574	Level 5	46	1 Level Below	35	574	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	574	Level 5	46	1 Level Below	39	574	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	93	641	Late 6	90	On Level	93	641	Late 6	90	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	496	Level 3	9	2 or More Levels Below	36	496	Level 3	9	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	65	512	Level 3	14	2 or More Levels Below	65	512	Level 3	14	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	487	Level 2	7	2 or More Levels Below	27	487	Level 2	7	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	110	553	Level 4	32	2 or More Levels Below	110	553	Level 4	32	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	38	536	Level 3	23	2 or More Levels Below	38	536	Level 3	23	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	579	Level 5	50	1 Level Below	27	579	Level 5	50	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	79	591	Level 5	59	1 Level Below	79	591	Level 5	59	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	511	Level 3	13	2 or More Levels Below	50	511	Level 3	13	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	19	545	Level 4	27	2 or More Levels Below	19	545	Level 4	27	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	19	478	Level 2	6	2 or More Levels Below	19	478	Level 2	6	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	82	553	Level 4	32	2 or More Levels Below	82	553	Level 4	32	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	55	606	Early 6	71	On Level	55	606	Early 6	71	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	472	Level 1	5	2 or More Levels Below	53	472	Level 1	5	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	497	Level 3	9	2 or More Levels Below	49	497	Level 3	9	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	525	Level 3	18	2 or More Levels Below	27	525	Level 3	18	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	594	Level 5	62	1 Level Below	51	594	Level 5	62	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	537	Level 3	23	2 or More Levels Below	47	537	Level 3	23	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	575	Level 5	47	1 Level Below	36	575	Level 5	47	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	552	Level 4	31	2 or More Levels Below	24	552	Level 4	31	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	154	586	Level 5	56	1 Level Below	154	586	Level 5	56	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	553	Level 4	32	2 or More Levels Below	48	553	Level 4	32	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	525	Level 3	18	2 or More Levels Below	59	525	Level 3	18	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	29	532	Level 3	21	2 or More Levels Below	29	532	Level 3	21	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	614	Early 6	76	On Level	59	614	Early 6	76	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	455	Level 1	3	2 or More Levels Below	36	455	Level 1	3	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	566	Level 5	40	1 Level Below	50	566	Level 5	40	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	492	Level 2	8	2 or More Levels Below	47	492	Level 2	8	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	554	Level 4	32	2 or More Levels Below	41	554	Level 4	32	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	20	555	Level 4	33	2 or More Levels Below	20	555	Level 4	33	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	596	Level 5	63	1 Level Below	51	596	Level 5	63	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	54	529	Level 3	20	2 or More Levels Below	54	529	Level 3	20	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	13	516	Level 3	15	2 or More Levels Below	13	516	Level 3	15	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	33	458	Level 1	3	2 or More Levels Below	33	458	Level 1	3	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	25	570	Level 5	43	1 Level Below	25	570	Level 5	43	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	58	573	Level 5	46	1 Level Below	58	573	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	42	592	Level 5	60	1 Level Below	42	592	Level 5	60	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	577	Level 5	49	1 Level Below	64	577	Level 5	49	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	57	606	Early 6	71	On Level	57	606	Early 6	71	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	37	552	Level 4	31	2 or More Levels Below	37	552	Level 4	31	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	22	607	Early 6	71	On Level	22	607	Early 6	71	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	7	519	Level 3	16	2 or More Levels Below	7	519	Level 3	16	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	68	517	Level 3	15	2 or More Levels Below	68	517	Level 3	15	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	38	575	Level 5	47	1 Level Below	38	575	Level 5	47	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	19	516	Level 3	15	2 or More Levels Below	19	516	Level 3	15	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	28	524	Level 3	18	2 or More Levels Below	28	524	Level 3	18	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	37	437	Level 1	2	2 or More Levels Below	37	437	Level 1	2	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	522	Level 3	17	2 or More Levels Below	24	522	Level 3	17	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	33	573	Level 5	46	1 Level Below	33	573	Level 5	46	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	444	Level 1	2	2 or More Levels Below	36	444	Level 1	2	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	78	517	Level 3	15	2 or More Levels Below	78	517	Level 3	15	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	80	605	Early 6	70	On Level	80	605	Early 6	70	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	620	Mid 6	79	On Level	59	620	Mid 6	79	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	58	495	Level 2	9	2 or More Levels Below	58	495	Level 2	9	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	619	Mid 6	79	On Level	64	619	Mid 6	79	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	81	617	Mid 6	78	On Level	81	617	Mid 6	78	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	61	530	Level 3	21	2 or More Levels Below	61	530	Level 3	21	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	20	566	Level 5	40	1 Level Below	20	566	Level 5	40	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	97	632	Mid 6	86	On Level	97	632	Mid 6	86	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	20	510	Level 3	13	2 or More Levels Below	20	510	Level 3	13	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	99	640	Mid 6	90	On Level	99	640	Mid 6	90	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	551	Level 4	31	2 or More Levels Below	51	551	Level 4	31	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	552	Level 4	31	2 or More Levels Below	40	552	Level 4	31	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	79	621	Mid 6	80	On Level	79	621	Mid 6	80	On Level
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	74	505	Level 3	11	2 or More Levels Below	74	505	Level 3	11	2 or More Levels Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	576	Level 5	48	1 Level Below	24	576	Level 5	48	1 Level Below
			6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	60	552	Level 4	31	2 or More Levels Below	60	552	Level 4	31	2 or More Levels Below

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6	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	55	556	Level 4	34	2 or More Levels Below	55	556	Level 4	34	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	23	548	Level 4	29	2 or More Levels Below	23	548	Level 4	29	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	74	533	Level 3	22	2 or More Levels Below	74	533	Level 3	22	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	30	589	Level 5	58	1 Level Below	30	589	Level 5	58	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	483	Level 2	7	2 or More Levels Below	47	483	Level 2	7	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	573	Level 5	46	1 Level Below	59	573	Level 5	46	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	183	508	Level 3	12	2 or More Levels Below	183	508	Level 3	12	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	598	Early 6	65	On Level	40	598	Early 6	65	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	629	Mid 6	84	On Level	47	629	Mid 6	84	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	74	629	Mid 6	84	On Level	74	629	Mid 6	84	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	74	524	Level 3	18	2 or More Levels Below	74	524	Level 3	18	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	105	622	Mid 6	81	On Level	105	622	Mid 6	81	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	44	582	Level 5	52	1 Level Below	44	582	Level 5	52	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	35	570	Level 5	43	1 Level Below	35	570	Level 5	43	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	538	Level 3	23	2 or More Levels Below	24	538	Level 3	23	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	35	539	Level 3	24	2 or More Levels Below	35	539	Level 3	24	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	607	Early 6	71	On Level	51	607	Early 6	71	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	604	Early 6	69	On Level	46	604	Early 6	69	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	617	Mid 6	78	On Level	51	617	Mid 6	78	On Level
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	580	Level 5	51	1 Level Below	64	580	Level 5	51	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	588	Level 5	57	1 Level Below	51	588	Level 5	57	1 Level Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	9	441	Level 1	2	2 or More Levels Below	9	441	Level 1	2	2 or More Levels Below
6	2017-2018	SOMERSET ACADEMY KEY MS	Reading	55	545	Level 4	27	2 or More Levels Below	55	545	Level 4	27	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	587	Level 6	46	1 Level Below	53	587	Level 6	46	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	72	588	Level 6	47	1 Level Below	72	588	Level 6	47	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	643	Mid 7	85	On Level	56	643	Mid 7	85	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	570	Level 5	35	2 or More Levels Below	40	570	Level 5	35	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	28	617	Early 7	69	On Level	28	617	Early 7	69	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	70	620	Early 7	70	On Level	70	620	Early 7	70	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	512	Level 3	10	2 or More Levels Below	46	512	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	74	631	Early 7	78	On Level	74	631	Early 7	78	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	124	633	Mid 7	79	On Level	124	633	Mid 7	79	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	568	Level 5	33	2 or More Levels Below	56	568	Level 5	33	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	599	Level 6	55	1 Level Below	49	599	Level 6	55	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	57	607	Level 6	61	1 Level Below	57	607	Level 6	61	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	597	Level 6	54	1 Level Below	48	597	Level 6	54	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	57	501	Level 3	8	2 or More Levels Below	57	501	Level 3	8	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	94	634	Mid 7	80	On Level	94	634	Mid 7	80	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	518	Level 3	12	2 or More Levels Below	50	518	Level 3	12	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	88	644	Mid 7	85	On Level	88	644	Mid 7	85	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	628	Early 7	76	On Level	36	628	Early 7	76	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	630	Early 7	77	On Level	45	630	Early 7	77	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	20	589	Level 6	48	1 Level Below	20	589	Level 6	48	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	63	565	Level 4	31	2 or More Levels Below	63	565	Level 4	31	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	542	Level 4	20	2 or More Levels Below	39	542	Level 4	20	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	79	608	Level 6	62	1 Level Below	79	608	Level 6	62	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	37	572	Level 5	36	2 or More Levels Below	37	572	Level 5	36	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	65	624	Early 7	73	On Level	65	624	Early 7	73	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	66	568	Level 5	33	2 or More Levels Below	66	568	Level 5	33	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	571	Level 5	35	2 or More Levels Below	46	571	Level 5	35	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	88	587	Level 6	46	1 Level Below	88	587	Level 6	46	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	620	Early 7	70	On Level	51	620	Early 7	70	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	578	Level 5	40	2 or More Levels Below	56	578	Level 5	40	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	76	611	Early 7	64	On Level	76	611	Early 7	64	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	70	569	Level 5	34	2 or More Levels Below	70	569	Level 5	34	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	22	516	Level 3	12	2 or More Levels Below	22	516	Level 3	12	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	29	575	Level 5	38	2 or More Levels Below	29	575	Level 5	38	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	142	600	Level 6	56	1 Level Below	142	600	Level 6	56	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	30	604	Level 6	59	1 Level Below	30	604	Level 6	59	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	43	574	Level 5	37	2 or More Levels Below	43	574	Level 5	37	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	61	598	Level 6	55	1 Level Below	61	598	Level 6	55	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	515	Level 3	11	2 or More Levels Below	39	515	Level 3	11	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	58	553	Level 4	25	2 or More Levels Below	58	553	Level 4	25	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	29	528	Level 3	15	2 or More Levels Below	29	528	Level 3	15	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	26	367	Level K	1	2 or More Levels Below	26	367	Level K	1	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	551	Level 4	24	2 or More Levels Below	49	551	Level 4	24	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	639	Mid 7	83	On Level	49	639	Mid 7	83	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	70	662	Late 7	94	On Level	70	662	Late 7	94	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	628	Early 7	76	On Level	46	628	Early 7	76	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	57	600	Level 6	56	1 Level Below	57	600	Level 6	56	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	66	537	Level 3	18	2 or More Levels Below	66	537	Level 3	18	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	44	570	Level 5	35	2 or More Levels Below	44	570	Level 5	35	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	593	Level 6	51	1 Level Below	53	593	Level 6	51	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	555	Level 4	26	2 or More Levels Below	36	555	Level 4	26	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	67	642	Mid 7	84	On Level	67	642	Mid 7	84	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	25	545	Level 4	21	2 or More Levels Below	25	545	Level 4	21	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	47	512	Level 3	10	2 or More Levels Below	47	512	Level 3	10	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	569	Level 5	34	2 or More Levels Below	40	569	Level 5	34	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	52	607	Level 6	61	1 Level Below	52	607	Level 6	61	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	628	Early 7	76	On Level	48	628	Early 7	76	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	67	629	Early 7	77	On Level	67	629	Early 7	77	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	604	Level 6	59	1 Level Below	59	604	Level 6	59	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	81	595	Level 6	53	1 Level Below	81	595	Level 6	53	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	60	599	Level 6	55	1 Level Below	60	599	Level 6	55	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	558	Level 4	27	2 or More Levels Below	45	558	Level 4	27	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	567	Level 5	32	2 or More Levels Below	46	567	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	34	533	Level 3	17	2 or More Levels Below	34	533	Level 3	17	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	595	Level 6	53	1 Level Below	59	595	Level 6	53	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	127	709	Level 10	99	Above Level	127	709	Level 10	99	Above Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	71	506	Level 3	9	2 or More Levels Below	71	506	Level 3	9	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	60	590	Level 6	49	1 Level Below	60	590	Level 6	49	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	54	568	Level 5	33	2 or More Levels Below	54	568	Level 5	33	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	76	503	Level 3	8	2 or More Levels Below	76	503	Level 3	8	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	29	368	Level K	1	2 or More Levels Below	29	368	Level K	1	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	87	658	Late 7	92	On Level	87	658	Late 7	92	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	499	Level 3	7	2 or More Levels Below	41	499	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	66	564	Level 4	31	2 or More Levels Below	66	564	Level 4	31	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	604	Level 6	59	1 Level Below	56	604	Level 6	59	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	598	Level 6	55	1 Level Below	64	598	Level 6	55	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	92	631	Early 7	78	On Level	92	631	Early 7	78	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	86	547	Level 4	22	2 or More Levels Below	86	547	Level 4	22	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	73	601	Level 6	57	1 Level Below	73	601	Level 6	57	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	34	533	Level 3	17	2 or More Levels Below	34	533	Level 3	17	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	136	630	Early 7	77	On Level	136	630	Early 7	77	On Level

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7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	559	Level 4	28	2 or More Levels Below	56	559	Level 4	28	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	545	Level 4	21	2 or More Levels Below	40	545	Level 4	21	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	88	581	Level 5	42	2 or More Levels Below	88	581	Level 5	42	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	68	589	Level 6	48	1 Level Below	68	589	Level 6	48	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	37	551	Level 4	24	2 or More Levels Below	37	551	Level 4	24	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	637	Mid 7	82	On Level	41	637	Mid 7	82	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	19	526	Level 3	15	2 or More Levels Below	19	526	Level 3	15	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	42	537	Level 3	18	2 or More Levels Below	42	537	Level 3	18	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	62	541	Level 3	19	2 or More Levels Below	62	541	Level 3	19	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	565	Level 4	31	2 or More Levels Below	49	565	Level 4	31	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	57	489	Level 2	6	2 or More Levels Below	57	489	Level 2	6	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	116	562	Level 4	29	2 or More Levels Below	116	562	Level 4	29	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	55	595	Level 6	53	1 Level Below	55	595	Level 6	53	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	52	499	Level 3	7	2 or More Levels Below	52	499	Level 3	7	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	70	608	Level 6	62	1 Level Below	70	608	Level 6	62	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	91	633	Mid 7	79	On Level	91	633	Mid 7	79	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	613	Early 7	66	On Level	39	613	Early 7	66	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	645	Mid 7	86	On Level	40	645	Mid 7	86	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	559	Level 4	28	2 or More Levels Below	41	559	Level 4	28	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	38	513	Level 3	11	2 or More Levels Below	38	513	Level 3	11	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	607	Level 6	61	1 Level Below	27	607	Level 6	61	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	518	Level 3	12	2 or More Levels Below	24	518	Level 3	12	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	32	605	Level 6	60	1 Level Below	32	605	Level 6	60	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	670	Level 8	96	Above Level	64	670	Level 8	96	Above Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	64	615	Early 7	67	On Level	64	615	Early 7	67	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	555	Level 4	26	2 or More Levels Below	27	555	Level 4	26	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	80	541	Level 3	19	2 or More Levels Below	80	541	Level 3	19	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	35	614	Early 7	67	On Level	35	614	Early 7	67	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	601	Level 6	57	1 Level Below	45	601	Level 6	57	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	80	634	Mid 7	80	On Level	80	634	Mid 7	80	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	472	Level 1	4	2 or More Levels Below	27	472	Level 1	4	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	566	Level 5	32	2 or More Levels Below	41	566	Level 5	32	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	16	552	Level 4	24	2 or More Levels Below	16	552	Level 4	24	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	34	621	Early 7	71	On Level	34	621	Early 7	71	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	52	628	Early 7	76	On Level	52	628	Early 7	76	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	551	Level 4	24	2 or More Levels Below	36	551	Level 4	24	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	33	607	Level 6	61	1 Level Below	33	607	Level 6	61	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	72	654	Late 7	90	On Level	72	654	Late 7	90	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	697	Level 9	99	Above Level	49	697	Level 9	99	Above Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	38	624	Early 7	73	On Level	38	624	Early 7	73	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	617	Early 7	69	On Level	49	617	Early 7	69	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	68	579	Level 5	41	2 or More Levels Below	68	579	Level 5	41	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	602	Level 6	58	1 Level Below	48	602	Level 6	58	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	574	Level 5	37	2 or More Levels Below	48	574	Level 5	37	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	67	628	Early 7	76	On Level	67	628	Early 7	76	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	66	585	Level 6	45	1 Level Below	66	585	Level 6	45	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	589	Level 6	48	1 Level Below	41	589	Level 6	48	1 Level Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	24	540	Level 3	19	2 or More Levels Below	24	540	Level 3	19	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	60	665	Late 7	94	On Level	60	665	Late 7	94	On Level
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	26	529	Level 3	16	2 or More Levels Below	26	529	Level 3	16	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	515	Level 3	11	2 or More Levels Below	53	515	Level 3	11	2 or More Levels Below
7	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	588	Level 6	47	1 Level Below	45	588	Level 6	47	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	41	571	Level 5	28	2 or More Levels Below	41	571	Level 5	28	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	18	382	Level K	1	2 or More Levels Below	18	382	Level K	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	34	604	Level 7	49	1 Level Below	34	604	Level 7	49	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	583	Level 6	35	2 or More Levels Below	56	583	Level 6	35	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	579	Level 5	50	1 Level Below	50	579	Level 5	50	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	76	558	Level 4	21	2 or More Levels Below	76	558	Level 4	21	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	579	Level 5	32	2 or More Levels Below	39	579	Level 5	32	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	77	644	Mid 8	78	On Level	77	644	Mid 8	78	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	31	571	Level 5	28	2 or More Levels Below	31	571	Level 5	28	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	42	535	Level 3	13	2 or More Levels Below	42	535	Level 3	13	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	85	570	Level 5	27	2 or More Levels Below	85	570	Level 5	27	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	93	533	Level 3	13	2 or More Levels Below	93	533	Level 3	13	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	101	607	Level 7	51	1 Level Below	101	607	Level 7	51	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	60	568	Level 5	26	2 or More Levels Below	60	568	Level 5	26	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	16	520	Level 3	10	2 or More Levels Below	16	520	Level 3	10	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	44	590	Level 6	40	2 or More Levels Below	44	590	Level 6	40	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	140	590	Level 6	40	2 or More Levels Below	140	590	Level 6	40	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	27	542	Level 4	15	2 or More Levels Below	27	542	Level 4	15	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	87	637	Early 8	73	On Level	87	637	Early 8	73	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	513	Level 3	8	2 or More Levels Below	39	513	Level 3	8	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	82	439	Level 1	1	2 or More Levels Below	82	439	Level 1	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	44	480	Level 2	3	2 or More Levels Below	44	480	Level 2	3	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	52	625	Early 8	64	On Level	52	625	Early 8	64	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	581	Level 5	34	2 or More Levels Below	59	581	Level 5	34	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	121	640	Early 8	75	On Level	121	640	Early 8	75	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	121	456	Level 1	2	2 or More Levels Below	121	456	Level 1	2	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	670	Late 8	92	On Level	48	670	Late 8	92	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	21	557	Level 4	21	2 or More Levels Below	21	557	Level 4	21	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	52	629	Early 8	67	On Level	52	629	Early 8	67	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	49	612	Level 7	55	1 Level Below	49	612	Level 7	55	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	37	613	Level 7	56	1 Level Below	37	613	Level 7	56	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	40	625	Early 8	64	On Level	40	625	Early 8	64	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	549	Level 4	17	2 or More Levels Below	45	549	Level 4	17	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	587	Level 6	38	2 or More Levels Below	39	587	Level 6	38	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	59	620	Early 8	61	On Level	59	620	Early 8	61	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	616	Level 7	58	1 Level Below	45	616	Level 7	58	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	123	647	Mid 8	80	On Level	123	647	Mid 8	80	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	489	Level 2	4	2 or More Levels Below	46	489	Level 2	4	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	37	598	Level 7	45	1 Level Below	37	598	Level 7	45	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	39	583	Level 6	35	2 or More Levels Below	39	583	Level 6	35	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	530	Level 3	12	2 or More Levels Below	50	530	Level 3	12	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	104	581	Level 5	34	2 or More Levels Below	104	581	Level 5	34	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	65	623	Early 8	63	On Level	65	623	Early 8	63	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	81	676	Late 8	94	On Level	81	676	Late 8	94	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	113	669	Mid 8	92	On Level	113	669	Mid 8	92	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	25	619	Level 7	60	1 Level Below	25	619	Level 7	60	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	53	607	Level 7	51	1 Level Below	53	607	Level 7	51	1 Level Below

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8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	137	612	Level 7	55	1 Level Below	137	612	Level 7	55	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	100	508	Level 3	7	2 or More Levels Below	100	508	Level 3	7	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	152	683	Late 8	96	On Level	152	683	Late 8	96	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	77	639	Early 8	74	On Level	77	639	Early 8	74	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	21	543	Level 4	15	2 or More Levels Below	21	543	Level 4	15	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	26	575	Level 5	30	2 or More Levels Below	26	575	Level 5	30	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	54	608	Level 7	52	1 Level Below	54	608	Level 7	52	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	82	618	Level 7	60	1 Level Below	82	618	Level 7	60	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	544	Level 4	15	2 or More Levels Below	50	544	Level 4	15	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	23	620	Early 8	61	On Level	23	620	Early 8	61	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	22	461	Level 1	2	2 or More Levels Below	22	461	Level 1	2	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	65	641	Early 8	76	On Level	65	641	Early 8	76	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	91	511	Level 3	8	2 or More Levels Below	91	511	Level 3	8	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	26	564	Level 4	24	2 or More Levels Below	26	564	Level 4	24	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	104	634	Early 8	71	On Level	104	634	Early 8	71	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	81	588	Level 6	38	2 or More Levels Below	81	588	Level 6	38	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	45	449	Level 1	1	2 or More Levels Below	45	449	Level 1	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	78	648	Mid 8	80	On Level	78	648	Mid 8	80	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	83	632	Early 8	69	On Level	83	632	Early 8	69	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	84	646	Mid 8	79	On Level	84	646	Mid 8	79	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	66	630	Early 8	68	On Level	66	630	Early 8	68	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	28	563	Level 4	24	2 or More Levels Below	28	563	Level 4	24	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	18	473	Level 1	3	2 or More Levels Below	18	473	Level 1	3	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	30	595	Level 7	43	1 Level Below	30	595	Level 7	43	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	48	638	Early 8	74	On Level	48	638	Early 8	74	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	56	612	Level 7	55	1 Level Below	56	612	Level 7	55	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	10	397	Level K	1	2 or More Levels Below	10	397	Level K	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	38	537	Level 3	14	2 or More Levels Below	38	537	Level 3	14	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	36	632	Early 8	69	On Level	36	632	Early 8	69	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	50	610	Level 7	54	1 Level Below	50	610	Level 7	54	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	35	483	Level 2	4	2 or More Levels Below	35	483	Level 2	4	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	55	492	Level 2	5	2 or More Levels Below	55	492	Level 2	5	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	32	591	Level 6	40	2 or More Levels Below	32	591	Level 6	40	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	69	590	Level 6	40	2 or More Levels Below	69	590	Level 6	40	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	69	595	Level 7	43	1 Level Below	69	595	Level 7	43	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	72	589	Level 6	39	2 or More Levels Below	72	589	Level 6	39	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	114	611	Level 7	54	1 Level Below	114	611	Level 7	54	1 Level Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	51	352	Level K	1	2 or More Levels Below	51	352	Level K	1	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	46	587	Level 6	38	2 or More Levels Below	46	587	Level 6	38	2 or More Levels Below
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	174	630	Early 8	68	On Level	174	630	Early 8	68	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	71	638	Early 8	74	On Level	71	638	Early 8	74	On Level
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading										
8	2017-2018	SOMERSET ACADEMY KEY MS	Reading	58	520	Level 3	10	2 or More Levels Below	58	520	Level 3	10	2 or More Levels Below

Educational Performance Appendix

Appendix H
ELLevation Report

Last Name	Middle Name	First Name	School Name	School LEA	Student #	Grade Leve	Basis of Entry	Lang. I	Date Entered U	ESOL Program	ELL Plan Date	Re-Eval Date
[redacted]			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	1	8/2/2016	9/9/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	3/27/2012	4/9/2012	9/26/2017	9/26/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral		10/4/2017	10/12/2017	10/12/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	4	8/24/2009	8/28/2009	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	A1	3/28/2017	3/30/2017	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	2	8/25/2016	8/25/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	12/7/2015	12/7/2015	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	4	8/23/2010	8/31/2010	9/26/2017	9/26/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	8/23/2010	9/14/2010	9/26/2017	9/26/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	4	1/4/2012	1/4/2012	8/21/2017	12/23/2016
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	4	12/1/2014	12/2/2014	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	8/22/2016	8/31/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	8/24/2015	9/22/2015	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	4	11/14/2013	12/17/2013	11/8/2017	11/8/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	4	12/4/2013	1/13/2014	8/21/2017	12/21/2016
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	L-ELL/LEP Comr	4	8/18/2014	9/3/2014	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	8/22/2011	8/29/2011	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	1	8/22/2016	9/2/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	8/22/2016	8/31/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	8/22/2011	8/22/2011	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	C1	8/1/2012	11/8/2010	9/5/2017	9/5/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	5/12/2015	5/21/2015	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	4	5/1/2010	2/1/2016	8/21/2017	5/1/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	A1	8/21/2017	9/19/2017	9/19/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	8/23/2010	8/27/2010	8/21/2017	9/26/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	4/5/2016	4/7/2016	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	8/22/2011	9/1/2011	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	1	1/19/2016	1/19/2016	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	8/23/2010	9/8/2010	9/26/2017	9/26/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	3	8/24/2009	8/28/2009	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	1	8/22/2016	9/2/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	A1	8/21/2017	8/21/2017	9/27/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	12/4/2014	12/12/2014	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	3	8/22/2016	9/9/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	4	11/3/2013	1/8/2014	11/2/2017	11/2/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	11/16/2015	11/24/2015	10/31/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	8/25/2008	8/24/2009	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	8/24/2015	9/22/2015	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	8/22/2016	8/31/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	11/5/2012	11/9/2012	11/2/2017	11/2/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	1	8/22/2016	9/9/2016	9/6/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	4	4/13/2015	4/16/2015	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	L-ELL/LEP Comr	3	2/8/2013	2/21/2013	8/21/2017	2/6/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	4/5/2011	4/5/2011	8/21/2017	9/27/2016
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	2/10/2016	9/16/2016	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	3	3/17/2015	3/17/2015	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	4	8/24/2009	8/27/2009	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	A2	8/21/2017	8/21/2017	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	2	10/26/2016	11/14/2016	10/31/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	1	10/26/2016	10/26/2016	10/31/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		7	A-Aural/Oral	3	10/2/2012	10/3/2012	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	8/18/2014	8/27/2014	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	10/3/2011	10/4/2011	9/28/2017	9/28/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		8	A-Aural/Oral	4	8/24/2009	8/27/2009	9/26/2017	9/26/2017
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	3/14/2014	4/7/2014	8/21/2017	
			5413 - SOMERSET ACADEMY KEY MIDDLE SCHOOL	5413		6	A-Aural/Oral	4	4/28/2015	4/28/2015	8/21/2017	

FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)9, 1002.33(7)(a)10, 1002.33(7)(a)11, 1002.33(9)(g), and 1002.33(9)(h), Florida Statutes

Financial Management:

A. Demonstration of Professional Competence and Sound Systems in Managing the Schools Financial Operations
B. Adherence to Generally Accepted Accounting Principles
C. Financial Reporting Requirements

In the narrative:

A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly basis during regularly scheduled Board Meetings.

Controls - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

a. Revenues, accounts receivable, and cash receipts
b. Expenditures, accounts payable, and cash disbursements
c. Budgeting and financial reporting
d. Risk management
e. School inventory & capital assets
f. Student records
g. Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

General Accounting - utilization of accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of $2,500 or above. Checks in the amount of $25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements are reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

Wire Transfers - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

Internal Revenue Collection - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

Capital Expenditures - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

Operational Checking Accounts - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

Authorized Check Signers - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

Segregation of Duties relating to financial controls –

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the

budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

B. Explain how the charter school adheres to general-accepted accounting principles.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over $2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors

- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual
- Retain documents for a specified amount of time

C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per statute. The school monitors its Fixed Assets Inventory reconciled with the General Ledger (Appendix C) on a semi-annual basis and uploads the report to Charter.Tools. Additionally, the school monitors the Fixed Assets Report for Bond Technology (Appendix D) received through the bond technology funding on a semi-annual basis, as well and uploads the report to Charter.Tools.

Sources of evidence for this section should include attachments of the following:

- **Fixed Assets Report Reconciled with General Ledger**
- **Financial Corrective Action Plan, If Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable**
- **Fixed Assets Report for Bond Items, If Applicable – On File**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**
- **Cost Report – On File**

Evaluation Criteria: Financial Management
This section should provide the reviewer with a clear description of how the charter school's finances have been and will continue to be managed. All plans presented should be reasonable and appropriate.

FINANCIAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)10 and 1002.33(7)(a)11, Florida Statutes

Financial Viability:

A. Budgeting
B. Financial Obligations
C. Long-Term Financial Planning

In the narrative:

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Somerset Academy Key Charter Middle School #5413 has maintained balanced budgets and positive cash flows over the past four (4) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. As it can be seen in the most recent 2017-2018 annual budget that is on file, there is a positive cash flow and net cash flow of $24,511.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

B. Verify that the charter school's financial obligations are in good standing.

Somerset has established sound financial procedures to safeguard their finances as detailed above. As such, the Somerset's financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for the charter school.

The leadership at Somerset creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Somerset Academy Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2016 special purpose financial statements provided to the BCPS, Somerset Academy, Inc. has a total net asset balance of over $54,580,937. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Somerset Academy Key Charter Middle School #5413 has a combined surplus of over $169,743 in reserve as part of their sustainable long-term financial plan as it can be seen in the 2017 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Somerset Academy Key Charter Middle School #5413 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2017-2018 (Appendix F) to forecast and create a Projected Five (5) Year Budget for 2018-2023 (Appendix E). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

Sources of evidence for this section should include attachments of the following:

- **Projected Five (5) Year Budget for 2018-2023**
- **Revenue Estimate Worksheet for 2017-2018**
- **Financial Corrective Action Plan, If Applicable**
- **Evidence of Resolution of any Financial Debts, If Applicable**
- **Annual Budgets – On File**
- **Monthly Financial Reports – On File**
- **Quarterly Financial Reports – On File**
- **Annual Financial Audits – On File**

Evaluation Criteria: Financial Viability

This section should provide the reviewer with the details of the charter school's plan to improve/maintain its financial performance for the upcoming term of the charter agreement.

Attachments – Financial Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Financial Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Financial Performance

- ☒ **Fixed Assets Report Reconciled with General Ledger**
- ☒ **Fixed Assets Report for Bond Items, If Applicable**
- ☐ **Financial Corrective Action Plan, If Applicable**
- ☐ **Evidence of Resolution of any Financial Debts, If Applicable**
- ☒ **Projected Five (5) Year Budget for 2017-2022**
- ☒ **Revenue Estimate Worksheet for 2016-2017**
- ☐ **Financial Corrective Action Plan, If Applicable**
- ☐ **Evidence of Resolution of any Financial Debts, If Applicable**

FOR DOCUMENTS IDENTIFIED AS ON FILE: DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION

Financial Performance Appendix

Appendix I

Fixed Assets Report General Ledger

Somerset Academy Key Middle School
School-Wide Classroom Inventory

Room #	AV Equiptment	Computer	Printer	Teacher Desk	Teacher Chair	Promethean Board	Student Desk	Student Chair	Wall Clock	Emergency Routes	Flag	White Boards	Filing Cabinet	Book Case	Tables	Round Table	Lounge Chairs	Filing 2 Drawer	Skinny Table	Science Lab Table
203	0	1	1	1	1	1	31	4	0	0	0	1	1	0	0	0	0	1	1	0
206	0	1	1	1	1	1	0	24	1	0	0	1	1	0	0	0	0	0	0	6
207	0	1	1	1	1	1	28	1	1	0	0	1	1	0	0	0	0	0	0	0
209	0	1	1	1	1	1	29	0	1	0	0	1	3	0	0	0	0	0	0	0
213	0	0	0	1	2	0	28	0	1	0	0	1	1	0	0	0	0	0	0	0
219	0	1	1	1	1	1	32	1	1	0	0	1	1	0	0	0	0	0	0	0
303	0	1	0	0	0	0	3	0	1	0	0	1	1	0	0	0	0	0	0	0
306	0	1	1	0	1	0	26	0	1	0	0	1	2	0	0	0	0	0	0	0
308	0	1	1	1	1	0	28	1	2	0	0	1	0	0	0	0	0	0	0	0
312	0	0	0	1	0	0	2	2	1	0	0	1	1	0	0	0	0	0	0	0
320	1	1	1	1	1	1	32	0	1	0	0	1	1	0	0	0	0	0	0	0
321	1	1	1	1	1	1	30	2	1	0	0	1	3	1	3	0	0	3	0	0
323	0	1	1	1	1	0	0	30	1	0	0	1	1	0	13	0	0	13	0	0
401						0	4	4												
Total	**2**	**11**	**10**	**11**	**12**	**7**	**269**	**65**	**13**	**0**	**0**	**13**	**17**	**1**	**16**	**0**	**0**	**17**	**1**	**6**

Date Acquired	Asset Description 1	Cost	Depreciable Basis	Unrecovered Basis	G/L Accumulated Account Number	G/L Asset Account Description	G/L Asset Account Number	Department	Asset Life
7/31/2013	Hertz Furniture 532342	2122.65	2122.65	636.79	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Furniture, Fixtures Grant	0640-0641	5100G	500
7/31/2013	CDW Government DV57504	4462.15	4462.15	1338.64	0640-1343	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
8/1/2013	CDW Government DW13711	1053.78	1053.78	316.13	0640-1343	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
8/2/2013	CDW Government DW17996	1152	1152	345.6	0640-1343	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Computer Hardware Grant	0640-0643	5100G	500
8/7/2013	Florida School Book DK20133107	8707.75	8707.75	0	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Textbooks Grant	0640-0642	5100G	300
8/9/2013	Engaged Learning ELS2437RY	4846	4846	1453.8	0620-1329	Capital Outlay:Audio Visual Materials:Capitalized Audio Visual Grant	0620-0621	5100G	500
9/4/2013	CDW Government FN82396	1616.97	1616.97	485.09	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Furniture, Fixtures Grant	0640-0641	5100G	500
9/19/2013	A-Team Office 79153	594	594	178.2	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Cap. Furniture, Fixtures Grant	0640-0641	5100G	500
9/26/2013	GlobalScholar 2001492	3000	3000	900	0690-1399	Capital Outlay:Computer Software:Cap. Computer Software Grant	0690-0691	5100G	500
4/24/2014	Instant Sign 24311379	864	864	259.2	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
7/25/2014	Cengage Learning 52537129	3675	3675	612.5	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
8/1/2015	Florida School Book Depository 767192	880.33	880.33	440.17	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
9/1/2015	Technology Grant - BCPS	6884.5	6884.5	4819.15	0640-1343	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Computer Hardware	0640-0643	5100G	500
7/5/2016	GovConnect, Inc 53914522	4660	4660	4194	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
8/29/2016	Zion Evangelical Church 5	5800	5800	5220	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
11/17/2016	Ikea 236269802	3548.25	3548.25	3193.42	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	5100	500
11/17/2016	Layer 8 Solution 1047	6600	6600	5940	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
11/17/2016	Houghton-Mifflin 952535022	2368.7	2368.7	1973.92	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
11/17/2016	Pearson Education 6800223424	26447.79	26447.79	23803.01	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
11/30/2016	Houghton-Mifflin 600357933A	28753.85	28753.85	23961.54	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
1/6/2017	Layer 8 Solution 1073	22800	22800	20520	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
1/6/2017	Layer 8 Solution 1074	20976	20976	18878.4	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
1/21/2017	P&T Construction	345147.93	345147.93	310633.14	0680-1389	Capital Outlay:Remodeling & Renovations:Cap. Remodeling & Renovations	0680-0681	7400	500
1/27/2017	Silmar Electronics 343826	15239.29	15239.29	13715.36	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
1/27/2017	Silmar Electronics 343828	3160.97	3160.97	2844.87	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
1/27/2017	Silmar Electronics 345938	9347.39	9347.39	8412.65	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
1/30/2017	Houghton-Mifflin 952821885	2999.68	2999.68	2699.71	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
1/30/2017	Houghton-Mifflin 952858803	11118.38	11118.38	10006.54	0640-1342	Capital Outlay:Furniture, Fixtures & Equipment:Textbooks	0640-0642	5100	300
3/22/2017	X-Treme A/C Service 5004187	3750	3750	3375	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	7900	500
5/1/2017	X-Treme A/C Service 5004351	3980	3980	3582	0640-1349	Capital Outlay:Furniture, Fixtures & Equipment:Capitalized Furniture, Fixtures	0640-0641	8100	500
		556557.36	556557.36						

Total Fixed Assets	**$**	**474,738.83**
Total Fixed Assets per Audited Financials	**$**	**493,483.00**
Difference under Construction in Progress	**$**	**(18,744.17)**

Financial Performance Appendix

Appendix J
Fixed Assets Report Bond Items

Site Equip Numbe	Description	Serial num	Unit Cost	Location	Condition	Class	Acquired date
0001	Laptop, Dell E360(	XYZ	$ 1,500.00	Bldg 1- rm 101	G	44	7/1/2012
5413	Acer Veritron	25201835992	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201859392	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201878092	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201847192	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201842792	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201826192	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201878292	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201872792	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201854392	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201833992	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201843192	$493.31	E6	Good		8/21/2013
5413	Acer Veritron	25201860692	$493.31	E6	Good		8/21/2013
5413	Activ Board	C1306270375	$3,071.04	E6	Good		8/21/2013
5413	AverVision 300 A	5104113050P	$531.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEB7	$1,639.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEA7	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA093E3	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0ACA08EEA	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AE98	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEC3	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEA2	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA097C5	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0A492	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEC4	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AE94	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AF26	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEC6	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEFF	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AF1E	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEC2	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AF00	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEAB	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEBE	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEF1	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0A3E4	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AF0D	$0.00	E6	Good		8/21/2013

5413	Activ Expression	0CA0AEA5	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEA9	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0A907	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEAC	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA09806	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEA4	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEB4	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEC5	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0ABBF	$0.00	E6	Good		8/21/2013
5413	Activ Expression	0CA0AEC0	$0.00	E6	Good		8/21/2013
5413	Computer Tables	N/A	$99.00	E6	Good		8/21/2013
5413	Computer Tables	N/A	$99.00	E6	Good		8/21/2013
5413	Computer Tables	N/A	$99.00	E6	Good		8/21/2013
5413	Computer Tables	N/A	$99.00	E6	Good		8/21/2013
5413	Computer Tables	N/A	$99.00	E6	Good		8/21/2013
5413	Computer Tables	N/A	$99.00	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013

5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Desk	N/A	$43.37	E6	Good		8/21/2013
5413	Student Chair	N/A	$25.96

5413	Student Chair	N/A	$25.96	E6	Good		8/21/2013
5413	Student Chair	N/A	$25.96	E6	Good		8/21/2013
5413	Student Chair	N/A	$25.96	E6	Good		8/21/2013
5413	Student Chair	N/A	$25.96	E6	Good		8/21/2013
5413	Student Chair	N/A	$25.96	E6	Good		8/21/2013

PO Number	Federal	Notes
4510000001234	RTTT Funds	
	Implementation	
	Implementation	
	Implementation

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Implementation	Implementation	Implementation	Implementation	Implementation

Financial Performance Appendix

Appendix K
Projected 5 Year Budget

Somerset Academy Key Middle #5413					2018-19	2019-20	2020-21	2020-21	2021-22
ENROLLMENT	**Cost**	**Basis**	**2016-17 Audit**	**2017-18 Budget**					
Classrooms					22	24	25	26	27
K - 5					-	-	-	-	-
6 - 8					484	528	550	572	594
Total Enrollment			352	385	484	528	550	572	594
REVENUES									
State Sources with expected enrollment			$ 2,161,994.00	$ 2,274,800.00	$ 3,118,451.00	$ 3,435,966.01	$ 3,614,922.57	$ 3,797,114.67	$ 3,982,589.12
Federal Sources - NSLP funds 68% of students	$ 2.98	68%	$ 87,492.00	$ 296,560.00	$ 176,539.97	$ 195,477.89	$ 206,677.15	$ 218,168.40	$ 229,957.88
Local Sources - Lunch program paid students	$ 3.00	0%			$ -	$ -	$ -	$ -	$ -
Capital Outlay - (assumes sharring of local millage)	$ 558.63	PerStudent	$ 130,619.00	$ 215,072.00	$ 270,376.23	$ 294,955.89	$ 307,245.71	$ 319,535.54	$ 331,825.37
Operating Grants and Contributions					$ -	$ -	$ -	$ -	$ -
Other Revenues			$ 14,693.00		$ -	$ -	$ -	$ -	$ -
Other Sources - Services					$ -	$ -	$ -	$ -	$ -
			$ 2,394,798.00	*$ 2,786,432.00*	*$ 3,565,367.20*	$ 3,926,399.79	$ 4,128,845.43	$ 4,334,818.61	$ 4,544,372.37
EXPENDITURES									
Instruction - 5000									
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan				$ 1,027,402.00	$ 1,173,015.20	$ 1,278,878.05	$ 1,342,607.12	$ 1,453,068.26
Fringe Benefits					$ 256,850.50	$ 293,253.80	$ 319,719.51	$ 335,651.78	$ 363,267.06
Salaries (includes counselor, school nurse, health assistant)	See Staffing Plan				$ 119,000.00	$ 120,785.00	$ 122,596.78	$ 124,435.73	$ 126,302.26
Fringe Benefits					$ 29,750.00	$ 30,196.25	$ 30,649.19	$ 31,108.93	$ 31,575.57
Salaries (includes Media Specialist, Librarian)	See Staffing Plan				$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Contracted Professional Services (includes Therapists & other contracted instructional services	$ 500.00	ESE Student			$ 33,880.00	$ 37,514.40	$ 39,663.66	$ 41,868.96	$ 44,131.50
Classroom Supplies & Equipment	$ 35.00	Student			$ 16,940.00	$ 18,757.20	$ 19,831.83	$ 20,934.48	$ 22,065.75
Teacher Supplies	$ 45.00	Student			$ 21,780.00	$ 24,116.40	$ 25,498.07	$ 26,915.76	$ 28,370.25
Textbooks and/or ebooks/Student Activities	$ 125.00	Student			$ 60,500.00	$ 66,990.00	$ 35,413.98	$ 37,383.00	$ 19,701.56
Supplemetal instructional materials (CIRP/SIRP and Technology)	$ 40.00	Student			$ 19,360.00	$ 21,436.80	$ 22,664.95	$ 23,925.12	$ 25,218.00
Digital Education Content Materials (Leased)	$ 95.00	Student			$ 45,980.00	$ 50,912.40	$ 53,829.26	$ 56,822.16	$ 59,892.75
Computer - Equipment for Instruction (leased)	$ 1,750.00	Classroom			$ 38,500.00	$ 42,630.00	$ 45,072.34	$ 47,578.37	$ 50,149.43
Contracted Professional Services (counseling and psychological)	$ 800.00	ESE Student			$ 54,208.00	$ 60,023.04	$ 63,461.86	$ 66,990.34	$ 70,610.39
Workshops/Trainings	$ 1,000.00	Teacher			$ 24,000.00	$ 27,000.00	$ 29,000.00	$ 30,000.00	$ 32,000.00
Student Activities	$ 10.00	Student			$ 4,840.00	$ 5,359.20	$ 5,666.24	$ 5,981.28	$ 6,304.50
Sub-Total Instruction			*$ 894,345.00*	*$ 1,148,407.00*	*$ 1,752,990.50*	*$ 1,971,989.69*	*$ 2,091,945.72*	*$ 2,192,203.03*	*$ 2,332,657.27*
Instructional Support Services - 6000									
Salaries (includes Curriculum Specialist)					$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Salaries (includes Technology Personnel)					$ 41,000.00	$ 41,615.00	$ 42,239.23	$ 42,872.81	$ 43,515.91
Fringe Benefits					$ 10,250.00	$ 10,403.75	$ 10,559.81	$ 10,718.20	$ 10,878.98
Online Assements	$ 4.50	Student			$ 2,178.00	$ 2,411.64	$ 2,549.81	$ 2,691.58	$ 2,837.02
Hardware Maintenance	$ 400.00	Classroom			$ 8,800.00	$ 9,744.00	$ 10,302.25	$ 10,875.06	$ 11,462.73
Sub-Total Instructional Support Services			*$ 3,894.00*	*$ 62,367.00*	*$ 62,228.00*	*$ 64,174.39*	*$ 65,651.09*	*$ 67,157.65*	*$ 68,694.63*
Board - 7100									
Professional Services (Legal)	$ 2,500.00	School			$ 2,500.00	$ 2,537.50	$ 2,575.56	$ 2,614.20	$ 2,653.41
Insurance (General Liability, D&O, Professional Liability)	$ 2,200.00	Classroom			$ 48,400.00	$ 53,592.00	$ 56,662.38	$ 59,812.80	$ 63,044.99
Travel	$ 2,000.00	Board Mem			$ 2,000.00	$ 2,030.00	$ 2,060.45	$ 2,091.36	$ 2,122.73
Sub-Total Board			*$ 146,400.00*	*$ 47,500.00*	*$ 52,900.00*	*$ 58,159.50*	*$ 61,298.39*	*$ 64,518.36*	*$ 67,821.13*
School Administration - 7300									
Salaries (includes Principal, Secretary & other Office Personnel)					$ 149,081.08	$ 151,317.30	$ 153,587.06	$ 155,890.86	$ 158,229.22
Fringe Benefits					$ 37,270.27	$ 37,829.32	$ 38,396.76	$ 38,972.72	$ 39,557.31
Management Fees (Portion of the $450 fee charged by ESP)	$ 450.00	Student			$ 217,800.00	$ 241,164.00	$ 254,980.69	$ 269,157.61	$ 283,702.48
Equipment Rental / Lease	$ 300.00	Per Month			$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Travel	$ 1,200.00	Administrator			$ 2,400.00	$ 2,436.00	$ 2,472.54	$ 2,509.63	$ 2,547.27
Advertising and Promotion	$ 10.00	Student			$ 4,840.00	$ 5,359.20	$ 5,666.24	$ 5,981.28	$ 6,304.50
License Fees	$ 200.00				$ 200.00	$ 203.00	$ 206.05	$ 209.14	$ 212.27
Dues and Subcriptions	$ 4.00	Student			$ 1,936.00	$ 2,143.68	$ 2,266.50	$ 2,392.51	$ 2,521.80
Postage	$ 50.00	Classroom			$ 1,100.00	$ 1,218.00	$ 1,287.78	$ 1,359.38	$ 1,432.84
Printing	$ 225.00	Classroom			$ 4,950.00	$ 5,481.00	$ 5,795.02	$ 6,117.22	$ 6,447.78
Office Supplies	$ 25.00	Student			$ 12,100.00	$ 13,200.00	$ 13,750.00	$ 14,300.00	$ 14,850.00
Office Equipment	$ 1,500.00				$ 1,500.00	$ 1,522.50	$ 1,545.34	$ 1,568.52	$ 1,592.05
Computer Equipment	$ 1,000.00	Administrator			$ 2,000.00	$ 2,030.00	$ 2,060.45	$ 2,091.36	$ 2,122.73
Sub-Total School Administration			*$ 363,458.00*	*$ 343,103.00*	*$ 438,777.35*	*$ 467,558.00*	*$ 485,723.22*	*$ 504,314.66*	*$ 523,341.16*
Facilities Acquisition & Construction - 7400									
Sub-Total Facilities Acquisition & Construction			*$ 34,515.00*	*$ 100,000.00*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Fiscal Services - 7500									
Salaries (Business Manager, Accounting & Bookkeeping Personnel)					$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Fee to County School Board - up to 250 students					$ 32,215.40	$ 32,537.56	$ 32,862.93	$ 33,191.56	$ 33,523.48
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ -				$ -	$ -	$ -	$ -	$ -
Professional Services - Annual Audit	$ 6,500.00				$ 6,500.00	$ 6,597.50	$ 6,696.46	$ 6,796.91	$ 6,898.86
Sub-Total Fiscal Services			*$ 57,288.00*	*$ 56,400.00*	*$ 38,715.40*	*$ 39,135.06*	*$ 39,559.39*	*$ 39,988.47*	*$ 40,422.34*

Somerset Academy Key Middle #5413					2018-19	2019-20	2020-21	2020-21	2021-22
Food Services - 7600									
Salaries (Food Service Workers)					$ 28,000.00	$ 28,420.00	$ 28,846.30	$ 43,918.49	$ 44,577.27
Fringe Benefits					$ 7,000.00	$ 7,105.00	$ 7,211.58	$ 10,979.62	$ 11,144.32
Food, Materials & Supplies - Vendor provided meals 68% Participation	$ 2.46	Per Meal per day			$ 145,734.34	$ 161,367.66	$ 170,612.68	$ 180,098.74	$ 189,831.00
Equipment Rental / Lease (provided by food vendor)									
Inspection fees	$ 75.00	Twice per year			$ 150.00	$ 152.25	$ 154.53	$ 156.85	$ 159.20
Sub-Total Food Services			*$ 107,094.00*	*$ 199,658.00*	*$ 180,884.34*	*$ 197,044.91*	*$ 206,825.09*	*$ 235,153.71*	*$ 245,711.79*
Central Services - 7700									
Central services costs					$ 79,702.86	$ 86,948.57	$ 90,571.43	$ 94,194.29	$ 97,817.14
Sub-Total Facilities Acquisition & Construction			*$ 78,434.00*	*$ 63,400.00*	*$ 79,702.86*	*$ 86,948.57*	*$ 90,571.43*	*$ 94,194.29*	*$ 97,817.14*
Pupil Transportation Services - 7800									
Salaries (Drivers & Transportation workers)	See Staffing				$ -	$ -	$ -	$ -	$ -
Fringe Benefits					$ -	$ -	$ -	$ -	$ -
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	0%			$ -	$ -	$ -	$ -	$ -
Sub-Total Pupil Transportation Services					*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Operation of Plant - 7900									
Salaries (Custodian, crossing guards, security)	See Staffing				$ 41,601.60	$ 42,225.62	$ 64,288.51	$ 65,252.84	$ 66,231.63
Fringe benefits					$ 10,400.40	$ 10,556.41	$ 16,072.13	$ 16,313.21	$ 16,557.91
Purchased Service (Custodial, fire and alarm, etc)	$ 2,100.00	Per Classroom			$ 46,200.00	$ 51,156.00	$ 54,086.81	$ 57,094.04	$ 60,179.31
Building Lease (per current lease)					$ 435,600.00	$ 475,200.00	$ 495,000.00	$ 514,800.00	$ 534,600.00
Lawn Maintenance	$ 200.00	Per Classroom			$ 4,400.00	$ 4,872.00	$ 5,151.13	$ 5,437.53	$ 5,731.36
Pest Control	$ 40.00	Per Classroom			$ 880.00	$ 974.40	$ 1,030.23	$ 1,087.51	$ 1,146.27
Security Services	$ 275.00	Per Month			$ 3,300.00	$ 3,349.50	$ 3,399.74	$ 3,450.74	$ 3,502.50
Property Insurance	$ -	Per Classroom			$ -	$ -	$ -	$ -	$ -
Telephone Services	$ 300.00	Per Month			$ 3,600.00	$ 3,654.00	$ 3,708.81	$ 3,764.44	$ 3,820.91
Water & Sewer	$ 80.00	Per Classroom			$ 1,760.00	$ 1,948.80	$ 2,060.45	$ 2,175.01	$ 2,292.55
Electricity	$ 1,350.00	Per Classroom			$ 29,700.00	$ 32,886.00	$ 34,770.09	$ 36,703.31	$ 38,686.70
Sub-Total Operation of Plant			*$ 512,427.00*	*$ 665,782.00*	*$ 577,442.00*	*$ 626,822.73*	*$ 679,567.90*	*$ 706,078.63*	*$ 732,749.15*
Maintenance of Plant - 8100									
Repairs & Maintenance	$ 4.00	Sq. Ft.			$ 125,840.00	$ 137,280.00	$ 143,000.00	$ 148,720.00	$ 154,440.00
Supplies									
Sub-Total Maintenance of Plant			*$ 119,160.00*	*$ 107,200.00*	*$ 125,840.00*	*$ 137,280.00*	*$ 143,000.00*	*$ 148,720.00*	*$ 154,440.00*
Administrative Technology Services - 8200									
Systems Operation	$ -	Per Classroom			$ -	$ -	$ -	$ -	$ -
Systems Planning & Analysis									
Sub-Total Administrative Technology Services					*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Debt Service - 9200									
Redemption of Principal						$ -			
Interest *(Interest Only at 6%)*					$ -				
Sub-Total Debt Service				*$ 3,800.00*	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*
Contingency									
Operating expense contigency - 3% of FEFP - Considered restricted funds	3%				$ 106,961.02	$ -	$ 123,865.36	$ 130,044.56	$ 136,331.17
Sub-Total Contingency					*$ 106,961.02*	*$ -*	*$ 123,865.36*	*$ 130,044.56*	*$ 136,331.17*
Total Expenditures			*$ 2,317,015.00*	*$ 2,797,617.00*	*$ 3,416,441.46*	*$ 3,649,112.84*	*$ 3,988,007.59*	*$ 4,182,373.35*	*$ 4,399,985.78*
Excess of Revenues over Expenditures			$ 77,783.00	$ (11,185.00)	$ 148,925.73	$ 277,286.94	$ 140,837.85	$ 152,445.26	$ 144,386.59

Somerset Academy Key Middle #5413

REVENUES				
State Sources with expected enrollment				FEFP Revenue utilizing the revenue worksheet provided by the FLDOE
Federal Sources - NSLP funds 68% of students	$	2.98	68%	The reimbursement provided by the National School Lunch Program (NSLP)
Local Sources - Lunch program paid students	$	3.00	30%	The amount per meal for paid lunches
Capital Outlay - (assumes sharring of local millage)	$	558.63	Per Student	An estimate of the Capital Outlay amount based on the $50 million allocated for the 2015-16 school year. The amount is kept constant for each year of the budget. The school is eligible after year 3.
Other Sources - Services				Revenue from before care/after care, fund raising activities, field trips, and other internal revenue
`				
EXPENDITURES				
Instruction				
Salaries (includes classroom teachers, contract or hourly, and teacher aides)	See Staffing Plan			Salaries in the staffing plan are for Full Time Equivalent (FTE) instruction positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Contracted Professional Services (includes Therapists & other contracted instruct	$	500.00	ESE Student	Contracted instructional services as outlined in the application
Classroom Supplies & Equipment	$	35.00	Student	Student Agendas, Study Island USA Test Prep, Classroom Supplies and other items used within the classroom
Teacher Supplies	$	45.00	Student	Supplies for the teacher to outfit the classroom
Textbooks and/or ebooks/Student Activities	$	125.00	Student	Textbooks and other instructional materials as described in the curriculum section of the application (Carnegie Course 1&2 Skills Practice, Algebra 1 Gold Series)
Supplemental instructional materials (CIRP/SIRP and Technology)	$	40.00	Student	Other supplemental curriculum as detailed in the application
Digital Education Content Materials (Leased)	$	95.00	Student	Digital content material as described in the curriculum section (iReady, GoMath, etc.). The materials would be funded over time. Expenditure listed is for the annual costs.
Computer - Equipment for Instruction (leased)	$	1,750.00	Classroom	Computer equipment to be utilized in the classroom. The expenditure outlined is the annual cost to lease the equipment on a three lease. If the school receives a CSP grant the equipment would be purchased
Sub-Total Instruction				
Pupil Personnel Services				
Salaries (includes counselor, school nurse, health assistant, Curriculum specialist)	See Staffing Plan			Salaries in the staffing plan are for Full Time Equivalent (FTE) positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Contracted Professional Services (counseling and psychological)	$	-	ESE Student	Contracted instructional support services as outlined in the application (eg. ESE Specialist,school counselor)
Sub-Total Pupil Personnel Services				
Media Services				
Salaries (includes Librarian)				Salaries in the staffing plan are for Full Time Equivalent (FTE) media service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Sub-Total Media Services				
Curriculum Development				
Salaries (includes Curriculum Specialist)				Salaries in the staffing plan are for Full Time Equivalent (FTE) curriculum positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits				As calculated in the staffing plan
Curriculum Planning, Research, Development and Evaluation (part of ESP's Fee)	$	-	Student	The services provided in the ESP's $450 per student fee for Curriculum Planning, Research, Development and Evaluation - The amount stated is a component of the ESP fee
Student Activities	$	10.00	Student	
Sub-Total Curriculum Development				
Staff Development				
Workshops/Trainings	$	-	Teacher	The costs associated with providing staff development as described in the application
Sub-Total Staff Development				
Instruction Related Technology				
Salaries (includes Technology Personnel)				
Fringe Benefits				
Online Assements	$	4.50	School	Online Assesments In order for the charter school to be in compliance with the District's ELL Plan
Hardware Maintenance	$	400.00	Classroom	The costs associated with maintaining the computer hardware. This amount is paid to outside contractors.
Sub-Total Instruction Related Technology				
Board				
Professional Services (Legal)	$	2,500.00	School	Outside legal expenses
Insurance (General Liability, D&O, Professional Liability)	$	2,200.00	Classroom	The costs of the Professional Educators Liability policy
Travel	$	2,000.00	Board Mem	The costs for board members to attend meetings and/or conferences
Sub-Total Board				
General Administration				
Management Fees (Portion of the $450 fee charged by ESP)	$	450.00	Student	The management fee paid to the ESP
Administrative Fee				
Sub-Total General Administration				
School Administration				
Salaries (includes Principal, Secretary & other Office Personnel)				
Fringe Benefits				
Equipment Rental / Lease	$	300.00	Per Month	Office equipment leases
Travel	$	1,200.00	Administrator	Travel expense for the administrative staff to attend meetings and workshops.
Advertising and Promotion	$	10.00	Student	Expenditures related to the marketing of the school. This amount includes items such as direct mail, banners, etc.
License Fees	$	200.00		Annual Government license fees
Dues and Subcriptions	$	4.00	Student	Costs for subscription services.
Postage	$	50.00	Classroom	Postage and overnight mail costs
Printing	$	225.00	Classroom	Printing material and supplies
Office Supplies	$	25.00	Student	General office supplies
Office Equipment	$	1,500.00		Annual costs of the office equipment
Computer Equipment	$	1,000.00	Administrator	Annual costs of the administrative computer equipment
Sub-Total School Administration				
Facilities Acquisition & Construction				

Somerset Academy Key Middle #5413

Building Lease / Rent (see budget summary for calculation)			Facility lease costs are based on the current lease - In the 2016-17 school year the school had significant investments in the facility
Sub-Total Facilities Acquisition & Construction			
Fiscal Services			
Salaries (Business Manager, Accounting & Bookkeeping Personnel)			Salaries in the staffing plan are for Full Time Equivalent (FTE) fiscal service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Fee to County School Board - up to 250 students			The fee paid to the school district as stipulated in statute
Planning, Research, Development and Evaluation (Part of ESP's Fee)	$ -		The portion of the fee paid to the ESP for providing back office accounting and other fiscal services.
Professional Services - Annual Audit	$ 6,500.00		The costs of the annual audit paid to the outside auditor
Sub-Total Fiscal Services			
Food Services			
Salaries (Food Service Workers)			Salaries in the staffing plan are for Full Time Equivalent (FTE) food service positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe Benefits			As calculated in the staffing plan
Food, Materials & Supplies - Vendor provided meals 98% Participation	$ 2.46	Per Meal per day	The contract cost per meal paid to an approved NSLP provider
Equipment Rental / Lease (provided by food vendor)	$ -		No cost. The equipment is provided by the NSLP provider
Inspection fees	$ 75.00	Twice per year	Health inspection fees
Sub-Total Food Services	*0*		
Pupil Transportation Services			
Salaries (Drivers & Transportation workers)			N/A
Fringe Benefits			
Contracted Transportation Services - $290 per bus per day 0% utilization	$ 290.00	40%	The cost for providing busing. The percentage of students that will be utilizing busing. The cost is per bus per day based on a 65 student capacity bus
Sub-Total Pupil Transportation Services			
Operation of Plant			
Salaries (Custodian, crossing guards, security)	See Staffing		Salaries in the staffing plan are for Full Time Equivalent (FTE) Operation of Plant positions. Individuals may be utilized for other functions and the expenditure presented is for the FTE outlined in the staffing plan.
Fringe benefits			As calculated in the staffing plan
Purchased Service (Custodial, fire and alarm, etc)	$ 2,100.00	Per Classroom	The costs for contracted custodial services and other contracted service for the operation of the facility
Lawn Maintenance	$ 200.00	Per Classroom	Contracted lawn service
Pest Control	$ 40.00	Per Classroom	Contracted pest service
Security Services	$ 275.00	Per Month	Contracted security alarm monitoring
Property Insurance	$ -	Per Classroom	The expenditure for property insurance including windstorm
Telephone Services	$ 300.00	Per Month	Monthly phone service expenses
Water & Sewer	$ 80.00	Per Classroom	City Water & Sewer costs
Electricity	$ 1,350.00	Per Classroom	The costs electrical service
Sub-Total Operation of Plant			
Maintenance of Plant			
Repairs & Maintenance	$ 4.00	Sq. Ft.	Repairs & Maintained of the facility
Supplies	$ -		
Sub-Total Maintenance of Plant			
Administrative Technology Services			
Systems Operation	$ -	Per Classroom	Contracted costs to maintain the IT infrastructure
Systems Planning & Analysis	$ -		
Sub-Total Administrative Technology Services			
Redemption of Principal	0		Repayment of start up loan
Interest *(Interest Only at 6%)*	0		Interest on start up loan
Sub-Total Debt Service	*0*		
Contingency			
Operating expense contigency - 3% of FEFP - Considered restricted funds	3%		

Staffing Plan ***Somerset Academy Key Middle #5413***

Fringe Benefit Rate	**25.00%**	
FICA	6.20%	
Medicare	1.45%	
FUTA	$ 189.00	
SUTA	$ 189.00	
Workers Comp & Payroll Costs	1.38%	
401K Contribution	4.00%	
Health Insurance per Employee	$ 4,440.00	$370 Per month per Employee

Average Pay	$ 40,173.85	148,926	277,287	140,838	152,445	144,387

		2018-19 *High*	***2019-20***	***2020-21***	***2020-21***	***2021-22***
Instruction Staff						
Teachers (ESE or ESOL certified teacher)	41,500	22	24	25	26	27
Substitute Teachers	1,100	22	24	25	26	27
Other Teachers (ESE, ESOL, see Budget Narrative)	42,500	2	3	4	4	5
Paraprofessionals	18,000					
Supplements	578	9	10	11	11	11
	103,678	24	27	29	30	32
Pupil Personnel Services						
ESE Teacher/Specialist	42,000	2.00	2.00	2.00	2.00	2.00
Nurse	35,000	1.00	1.00	1.00	1.00	1.0
	77,000	3.00	3	3.0	3.0	3.0
Media Services						
Media Specialist	41,000					
Instruction Related Technology						
Instruction IT	41,000	1	1	1	1	1
	41,000	1	1	1	1	1
School Administration						
Principal	97,500	1.00	1.00	1.00	1.00	1.00
Assistant Principal	62,000					
Administrative Assistant	28,081	1.00	1.00	1.00	1.00	1.00
Registrar	23,500	1.00	1.00	1.00	1.00	1.00
Other Clerical	19,000					
	230,081	3.00	3.00	3.00	3.00	3.00
Fiscal Services						
Business Manager	40,000					
	40,000	-	-	-	-	-
Food Services						
Food Service Workers	14,000	2	2	2	3	3
	14,000	2	2	2	3	3
	-	-	-	-	-	-
Operation of Plant						
Custodian	20,801	2.00	2	2	2	2
Security	20,801			1	1	1
	41,602	2.00	2	3	3	3
TOTAL EMPLOYEES		34	37	40	42	44
Average performance pay increase	1.5%					
Instruction Staff						
Homeroom Teachers		913,000	1,010,940	1,068,858	1,128,287	1,189,258
Substitute Teachers		24,200	26,796	28,331	29,906	31,522
Other Teachers (ESE, ESOL, Reading/Math Coaches)		85,000	129,413	175,138	177,765	225,540
Supplements		5,202	5,867	6,550	6,648	6,748
		1,027,402	1,173,015	1,278,878	1,342,607	1,453,068
Benefits:		256,851	293,254	319,720	335,652	363,267
Pupil Personnel Services						
ESE Teacher/Specialist		84,000	85,260	86,539	87,837	89,155
Nurse		35,000	35,525	36,058	36,599	37,148
		119,000	120,785	122,597	124,436	126,302
Benefits:		29,750	30,196	30,649	31,109	31,576
Media Services						
Media Specialist		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
School Administration						
Principal		97,500	98,963	100,447	101,954	103,483
Assistant Principal		-	-	-	-	-
Administrative Assistant		28,081	28,502	28,930	29,364	29,804
Registrar		23,500	23,853	24,210	24,573	24,942
		149,081	151,317	153,587	155,891	158,229
Benefits:		37,270	37,829	38,397	38,973	39,557
Fiscal Services						
Business Manager		-	-	-	-	-
		-	-	-	-	-
Benefits:		-	-	-	-	-
Food Services						
Food Service Workers		28,000	28,420	28,846	43,918	44,577
		28,000	28,420	28,846	43,918	44,577
Benefits:		7,000	7,105	7,212	10,980	11,144
Operation of Plant						
Custodian		41,602	42,226	42,859	43,502	44,154
Security		-	-	21,430	21,751	22,077
		41,602	42,226	64,289	65,253	66,232
Benefits:		10,400	10,556	16,072	16,313	16,558
Total Payroll & Benefits		1,757,606	1,946,723	2,113,045	2,218,722	2,364,906

Somerset Academy Key Middle #5413

District: Broward

ESE Percent	14.00%					
ESOL Percent	9.00%					
Free & Reduced Lunch Percent	68.00%					
Occupancy		100%	100%	100%	100%	100%
Homeroom Classrooms		484	528	550	572	594

	2018-19	2019-20	2020-21	2020-21	2021-22
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade	**8**	**8**	**9**	**9**	**9**
7th Grade	**8**	**8**	**8**	**9**	**9**
8th Grade	**6**	**8**	**8**	**8**	**9**
9th Grade					
10th Grade					
11th Grade					
12th Grade					
	22	**24**	**25**	**26**	**27**

Student Teacher Ratio

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	**0**	**0**	**0**	**0**	**0**
1st Grade	**0**	**0**	**0**	**0**	**0**
2nd Grade	**0**	**0**	**0**	**0**	**0**
3rd Grade	**0**	**0**	**0**	**0**	**0**
4th Grade	**0**	**0**	**0**	**0**	**0**
5th Grade	**0**	**0**	**0**	**0**	**0**
6th Grade	**22**	**22**	**22**	**22**	**22**
7th Grade	**22**	**22**	**22**	**22**	**22**
8th Grade	**22**	**22**	**22**	**22**	**22**
9th Grade	**0**	**0**	**0**	**0**	**0**
10th Grade	**0**	**0**	**0**	**0**	**0**
11th Grade	**0**	**0**	**0**	**0**	**0**
12th Grade	**0**	**0**	**0**	**0**	**0**
0	**484**	**528**	**550**	**572**	**594**

Students by Grade Budgeted Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	0	0	0	0	0
1st Grade	0	0	0	0	0
2nd Grade	0	0	0	0	0
3rd Grade	0	0	0	0	0
4th Grade	0	0	0	0	0
5th Grade	0	0	0	0	0
6th Grade	176	176	198	198	198
7th Grade	176	176	176	198	198
8th Grade	132	176	176	176	198
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
	484	**528**	**550**	**572**	**594**

ESE Guaranteed Allocation:	**Grade Level**	**Matrix Level**	**FTE**
Additional Funding from the	K-3	251	**0**
ESE Guaranteed Allocation.	**K-3**	252	
Enter the FTE from 111,112,	**K-3**	**253**	
& 113 by grade and matrix	**4-8**	**251**	**68**
level. Students who do not	4-8	252	
have a matrix level should be	4-8	253	
considered 251. *The total*	***9-12***	***251***	**0**
should equal all FTE from	*9-12*	*252*	
programs 111, 112 & 113 above.	*9-12*	*253*	
		Total ESE	68.00

Financial Performance Appendix

Appendix L
Revenue Estimate Worksheet

Revenue Estimate Worksheet for Somerset Academy Key Middle #5413
Based on the 2017-18 FEFP First Calculation

School District: **Broward**

1. 2017-18 FEFP State and Local Funding

Base Student Allocation $4,203.95 District Cost Differential: 1.0260

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2017-18 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.107	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.107	0.0000	$ -
102 Basic 4-8	372.00	1.000	372.0000	$ 1,604,530
112 Basic 4-8 with ESE Services	68.00	1.000	68.0000	$ 293,301
103 Basic 9-12	0.00	1.001	0.0000	$ -
113 Basic 9-12 with ESE Services	0.00	1.001	0.0000	$ -
254 ESE Level 4 *(Grade Level PK-3)*		3.619	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*		3.619	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*		3.619	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*		5.526	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*		5.526	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*		5.526	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.212	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	44.00	1.212	53.3280	$ 230,017
130 ESOL *(Grade Level 9-12)*	0.00	1.212	0.0000	$ -
300 Career Education *(Grades 9-12)*		1.001	0.0000	$ -
Totals	484.00		493.3280	$ 2,127,848

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE *Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.*	2017-18 Base Funding (WFTE x BSA x DCD)
Advanced Placement		$ -
International Baccalaureate		$ -
Advanced International Certificate		$ -
Industry Certified Career Education		$ -
Early High School Graduation		$ -
Small District ESE Supplement		$ -

Total Additional FTE	**0.0000**	**Additional Base Funds**	**$ -**
Total Funded Weighted FTE	**493.3280**	**Total Base Funding**	**$ 2,127,848**

2. ESE Guaranteed Allocation:	**FTE**	**Grade Level**	**Matrix Level**	**Guarantee Per Student**	
	0.00	**PK-3**	**251**	**$ 1,058**	**$ -**
Additional Funding from the ESE		**PK-3**	**252**	**$ 3,418**	**$ -**
Guaranteed Allocation. Enter the FTE from		**PK-3**	**253**	**$ 6,974**	**$ -**
111,112 and 113 by grade and matrix level.	**68.00**	**4-8**	**251**	**$ 1,187**	**$ 80,716**
Students who do not have a matrix level		**4-8**	**252**	**$ 3,546**	**$ -**
should be considered 251. This total		**4-8**	**253**	**$ 7,102**	**$ -**
should equal all FTE from programs 111,	**0.00**	**9-12**	**251**	**$ 845**	**$ -**
112 and 113 above.		**9-12**	**252**	**$ 3,204**	**$ -**
		9-12	**253**	**$ 6,760**	**$ -**
Total FTE with ESE Services	**68.00**			**Total ESE Guarantee**	**$ 80,716**

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. **Charter School UFTE: 484.00** ÷ **District's Total UFTE: 272,510.56** = **0.1776%**

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share. **Charter School WFTE: 493.33** ÷ **District's Total WFTE: 296,721.23** = **0.1663%**

4. Supplemental Academic Instruction (UFTE share)	**(b)**	**55,152,819**	**x**	**0.1776%**	**$ 97,951**
300 Lowest Performing Schools Allocation	**(d)**				**$ -**
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional fun					
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	**(b)**	**0**	**x**	**0.1776%**	**$ -**
6. Digital Classrooms Allocation (UFTE share)	**(b)(e)**	**4,738,628**	**x**	**0.1776%**	**$ 8,416**
7. Safe Schools Allocation (UFTE share)	**(b)**	**5,961,715**	**x**	**0.1776%**	**$ 10,588**
8. Instructional Materials Allocation (UFTE share)	**(b)**	**20,972,553**	**x**	**0.1776%**	**$ 37,247**
Dual Enrollment Instructional Materials Allocation	**(f)**				**$ -**
ESE Applications Allocation:					**$ -**
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.					
9. Declining Enrollment (WFTE share)	**(c)**	**0**	**x**	**0.1663%**	**$ -**

10. Sparsity Supplement (WFTE share)	(c)	0	x	0.1663%	$	-
11. Reading Allocation (WFTE share)	(c)	12,110,356	x	0.1663%	$	20,140
12. Discretionary Local Effort (WFTE share)	(c)	136,602,089	x	0.1663%	$	227,169
13. Proration to Funds Available (WFTE share)	(c)	0	x	0.1663%	$	-
14. Discretionary Lottery (WFTE share)	(c)	4,706,348	x	0.1663%	$	7,827

15. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors		
PK - 3	0.0000		1.0260		1,317.03	=	0
4-8	493.3280		1.0260		898.36	=	454,709
9-12	0.0000		1.0260		900.53	=	0
Total *	493.3280					Total Class Size Reduction Funds	$ 454,709

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

16. Student Transportation	(g)					
Enter All Adjusted Fundable Riders	120		x	382	$	45,840
Enter All Adjusted ESE Riders			x	1,392	$	-

17. Federally Connected Student Supplement (h)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation		Total
Military and Indian Lands		$0.00	$0.00	$	-
Civilians on Federal Lands		$0.00	$0.00	$	-
Students with Disabilities			$0.00	$	-
Total				$	-

18. Florida Teachers Classroom Supply Assistance Program	(i)	$	-
19. Food Service Allocation	(j)	$	-
	Total	$	3,118,451

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(k)		
If you have more than a 75% ESE student population, please place a 1 in the following box:		$	-
	Average Revenue per Student:	$	6,443.08

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f),F.S. Charter schools that are on the list of 300 lowest performing elementary schools ould consult their district sponsor to obtain these additional funds.

(e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.

(f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.

(g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in s. 1013.62(3), F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

ORGANIZATIONAL PERFORMANCE

All schools will commit to the Florida Educational Equity Act, Section 1000.05(2)(a), Florida Statutes and other Federal and/or State statutes that forbid discrimination on the basis of race, gender, marital status, ethnicity or disability.

Statutory References: Sections 1002.33(7)(a)7, 1002.33(7)(a)8, 1002.33(7)(a)11, 1002.33(9)(e), 1002.33(10), 1002.33(16)(a)4, 1002.33(16)(a)5, and 1006.147, Florida Statutes

Student Enrollment and Conduct:

A. Student Enrollment Trends
B. Racial/Ethnic Composition of the Student Body
C. Enrollment Procedures
D. School Environment

In the narrative:

A. Explain if the charter school's actual enrollment has been consistent with its projections. If it has not been consistent, what measures has the charter school taken to increase student enrollment.

Student Enrollment Trends

Somerset Academy Key Charter Middle School #5413's enrollment has been consistent with the facility space to support the program. Although the initial application anticipated high enrollment numbers, the school has ensured that its enrollment supports fiscal responsibility to operate its program, and physical responsibility to ensure that the school is in compliance with local regulations and guidelines regarding occupancy. In July 2016, the school relocated to Deerfield Beach to expand its educational program and offer a quality school-choice option to families in the area. As of the October 2017 FTE, the school has a total of 376 students enrolled in grades 6-8. (Appendix G – Enrollment Reports)

B. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?

Racial/Ethnic Composition of the Student Body

The direct community that Somerset Academy Key Charter Middle School #5413 serves is the City of Deerfield Beach. The racial/ethnic composition of the school is reflective of the community it serves and of other public schools in the same school district zone. The current

demographics of Somerset Academy Key Charter Middle School #5413 reflect that 38% of the students are Hispanic, 35% are Black, 0% are Asian, 3% are multiracial, and 24% are Caucasian. As a point of comparison, the neighboring schools are comparable in student body composition. At Deerfield Beach Middle School, the current demographics reflect that the students are 22% Hispanic, 41% Black, 35%White, 1% Asian, and 1% multiracial.

C. Describe the charter school's current enrollment procedures as defined in the charter school's contract and in compliance with applicable law.

Enrollment Procedures

Somerset Academy Key Charter Middle School #5413 implements enrollment procedures in compliance with applicable law and as described in the contract. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. An open admissions policy will be implemented wherein the School will be open to any student residing in the County. If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery, as outlined in Somerset Academy Inc. Board Policies which is in conformity with Florida's charter school legislation. If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery"). Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn). The

remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

Florida's charter school legislation, Fla. Stat. §1002.33(10)(d), provides that the School may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the governing board of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an active-duty member of any branch of the United States Armed Forces.

Additionally, in order to minimize any traffic impact caused by the school and ensure that the school is available to serve the residents of the neighborhood where the school is located, the Governing Board of the charter school may elect to limit the enrollment process to target students residing within a reasonable distance of the school as provided under Fla. Stat. §1002.33 (10)(e).

The School will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience.

D. Describe the charter school's plan to ensure a safe and secure environment.

School Environment

Somerset Academy Key Charter Middle School #5413 maintains a safe and secure learning environment. For any minor incidents that occurred at the school, the appropriate corrective actions were taken to ensure the safety and security of the school and its students (Appendix I– Discipline Incident Summary). All procedures of Broward County Public Schools (BCPS) are followed, utilizing the BCPS Code of Student Conduct and Administrative Discipline Matrix as a guide.

Note: As this document can be requested as part of a public records request, please remove any student specific identifiers that may be visible in any of the sources of evidence requested below. This includes, ID numbers, parental information, birthdays, addresses…

Sources of evidence for this section should include attachments of the following:

- **Student Enrollment Reports**
- **Discipline Reporting (Each Category, Prior 5 Years)**
- **Copy of Registration Forms in Parent's Primary Language (English plus top 3) – On File**

Evaluation Criteria: Student Enrollment and Conduct

This section should provide the reviewer with detailed information about the student population and how it corresponds to what the initial projections were. The charter school should elaborate on the methods that will be taken to meet or improve this area of focus for the upcoming term of the charter agreement.

ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)11, 1002.33(7)(a)13, 1002.33(9)(e), 1002.33(16)(a)5, 1002.33(18)(a), and 1002.33(18)(b). Florida Statutes

Facilities:

H. Facilities Compliance
I. Health and Safety

In the narrative:

A. Explain how the charter school's facilities comply with applicable laws and codes.

Facilities Compliance

Somerset Academy Key Charter Middle School #5413 has an adequate number of classrooms designed to meet all pertinent classroom design standards set forth by the governing agency. The facility also includes the following uses: library, cafeteria, restrooms, gymnasium/auditorium, sports fields, and administrative offices. The facility complies with the Florida Building Code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection codes pursuant to Section 633.025, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located. For the years 2013-2017, the onsite evaluation reports by the district acknowledge that the school facilities are up to code and that the facilities are conducive to a good learning environment in compliance with applicable facilities laws.

B. Explain how the charter school complies with applicable health and safety laws.

Health and Safety

Somerset Academy Key Charter Middle School #5413 complies with applicable health regulations as evidenced by the Fire and Health Inspection Reports – on file with the office of Charter School Management and Support. The school stays current on all health inspections. Fire drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided on a monthly basis to the Broward County Public School charter school office.

Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school (Appendix J – Comprehensive Emergency/Evacuation Plans). For the years 2013-2017, evidence of compliance with applicable health and safety laws are seen in Fire and Health Inspections and Food Service Inspection – on file with the office of Charter School Management and Support). In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that the school has records of all facility inspections for building, fire, and safety on file.

Sources of evidence for this section should include attachments of the following:

- **Comprehensive Safety/Emergency/Evacuation Plans – On File**
- **Valid Certificates of Occupancy – On File**
- **Health, Safety and Fire Reports by District and/or Municipality – On File**
- **Fire and Health Inspections (District and/or Local) – On File**
- **Fire Drill Reports (10) and Tornado Drills (2) – On File**

Evaluation Criteria: Facilities
This section should provide the reviewer with a clear and concise plan for the charter school to maintain/improve its facilities for the upcoming term of the charter agreement.

ORGANIZATIONAL PERFORMANCE

Statutory References: Sections 1002.33(7)(a)14, 1002.33(7)(a)15, 1002.33(12)(f), 1002.33(12)(g), 1002.33(16)(b), 1012.55(1), 1012.39(1)(a), 1012.39(1)(b), and 1012.39(1)(c), Florida Statutes
State Board Rules: Rules 6A-1.0502(10), 6A-1.0502(11), 6A-1.0503(1), 6A-1.0503(2), 6A-1.0503(3), and 6A-1.0503(4), Florida Administrative Code

Governance, Staff and Parents:

A. Governance Structure
B. Compliance with Sunshine Laws
C. Instructional Staff
D. Parental Involvement

In the narrative:

A. Explain how the charter school implements the governance structure as defined in the school's contract.

Governance Structure

Somerset Academy Key Charter Middle School #5413 utilizes a governance and leadership system that promotes student performance and system effectiveness. The Governing Board of directors of Somerset Academy Inc. is responsible for the management of the school and provides continued oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governing structure as defined in the charter contract, by laws, and articles of incorporation.

In addition, the Governing Board has contracted with Academica Corporation, an educational service and support organization, to provide the schools with: fiscal compliance and support, legal guidance, insurance compliance, human resource support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations relating.

Governance Roles and Responsibilities

Somerset Academy Key Charter Middle School #5413's Governing Board develops policies and procedures that promote the effective operation of the school. This includes clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract on file with the school district. It is the Governing Board's role to review, amend and establish new policies for the schools at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation and mentoring of all staff members. The educational administrative team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The Board is provided with orientation and training when they are appointed their position and annually, as needed. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The Governing Board for Somerset Academy Key Charter Middle School #5413 oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget-expenditures and income is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The Board establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions learned from data obtained Board are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the Governing at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students, and parents that set the guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the Governing Board.

Somerset principals and the Governing Board work as a collaborative team to maintain high achievement, outstanding performance, and to ensure that each student will meet or exceed proficiency. Dialogues between Governing Board members and administrative staff occur at Governing Board meetings. The Governing Board provides guidance, insight and direction with assistance from the educational service provider (Academica). Together, Somerset Academy Key Charter Middle School #5413 stakeholders focus on school programs, plans and policies to remove any obstacles that may affect student and teacher safety and performance.

B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.

Compliance with Sunshine Laws

The Governing Board meets regularly, as required by state law and its charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state law, its charter contract and corporate bylaws. All meeting dates are posted with ample time on www.somersetacademyschools.com and our school's website, www.somersetkey.com, for parents and the public to access. The board complies with the state Sunshine Laws and laws governing public records. All Somerset Academy, Inc. Board meetings are open to the public and provide an opportunity for public comment. Meeting agendas are made available for all meetings. Members of the public who wish to speak at a board meeting are recommended to contact Academica to make such arrangements at least 12 hours prior to the meeting's start time. All members of the public that wish to address the Board have a maximum amount of time (3 minutes) to speak at the discretion of the Board Chair. Meeting minutes, budgets, and audited financial reports are posted on the school's website. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. For the years, 2013-2017, evidence of compliance with applicable governance laws is seen in monitoring visits, the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the Charter Board has bylaws regarding how they function as a governing body.

As per public record law, parents may request to inspect and copy their child's record in writing, in person or over the phone. The school responds to requests in a timely manner and produces the

records in accordance with applicable law. Parents who are unable to attend board meetings may find the parent liaison's contact information on our website (Appendix P - Screen shot of parent liaison information in website). This person works to bridge the communication between school and home by helping parents get the information, help and support they need to ensure their child's academic and social success in school. Somerset Academy Key Charter Middle School #5413 maintains an updated website, www.somersetkey.com in order to enrich parental engagement and comply with s. 1002.33 (9)(p), F.S. (Appendix O - Screen shots of website requirements).

C. Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**
- **Explain the system that the charter school uses for teacher and administrator evaluations.**
- **Provide the approved and adopted pay for performance plan and salary schedule.**

Qualifications of Instructional Staff

Somerset Academy Charter Middle School #5413 meets state and federal staffing qualification requirements (Appendix K-Staffing Report). All teachers are required to hold a Bachelor's degree or higher in their field and a valid teaching certificate. District created reports confirm that there is a record kept of teaching certificates for all teachers (Appendix L-Certification Self Audits), original college transcripts and any out-of-state certificates. Each teacher and principal is highly qualified. Each member of the staff adheres to the school's policies and procedures as stated in the employee handbook.

It is the Governing Board's role to determine the effectiveness of its administrators. Prior to the implementation of Race to the Top, the Governing Board evaluated each principal utilizing the same criteria on a standardized evaluation form which reviewed its own strategic plan, vision and purpose. After electing to be a part of the District's Race to the Top plan, the Board adopted the district's evaluation tool, BASA, in accordance with state approved standards. For the 2017-2018 school year, the board approved the SASA, an administrative evaluation tool developed by school based administrators. The current system is in accordance with F.S. 1012.34 (Appendix M

-SASA administrator evaluation tool). Each principal is evaluated at least once a year. The governing board has been trained for the use of this system in accordance with state approved standards.

It is then the role of the principal to determine the effectiveness of teacher performance (Appendix M -SADE teacher evaluation tool) and student achievement and report his/her findings to the governing board. The Florida School Grades reports is a useful tool in evaluating the school's overall effectiveness.

The district has adopted a pay-for-performance salary schedule as set forth in Florida Statute 101.22 that provides annual salary adjustments for instructional personnel based upon performance determined under Florida statute 1012.34 (Appendix N -Pay Per Performance Plan Approval, Appendix N-Pay Per Performance Salary Schedule).

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

Parental Involvement

Parents are encouraged to be actively involved in the school's operations (Appendix Q - school newsletter and website snapshot). Parental and community involvement in school matters continues to be a fundamental and required part of the philosophy and operation of Somerset Academy Key Charter Middle School #5413 as stated in the Student/Parent Contract.

The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school's mission. Somerset Academy Key Charter Middle School #5413 encourages and welcomes community members and families to become active stakeholders at the school level along with staff and are also encouraged to assist in the development of our school wide plan. Each Somerset family is mandated to meet a volunteer requirement each school year which confirms their commitment to making Somerset Academy Key Charter Middle School #5413 a success, while ensuring their child's accomplishments in school.

Sources of evidence for this section should include attachments of the following:

- **Staffing Reports**
- **Certification Self-Audits**
- **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.**
- **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- **Sample of School Newsletters Requesting Parental Involvement**
- **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan – On File**
- **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan – On File**
- **Governing Board Meeting Agendas and Minutes – On File**
- **Certificates of Governing Board Training Current Governing Board Members – On File**
- **Employee Handbook – On File**
- **Student Contract – On File**
- **Parent Contract – On File**
- **Parent Handbook – On File**

Evaluation Criteria: Governance, Staff and Parental Involvement

This section should provide the reviewer with adequate information in regards to the governance of the school and that the governing board is acting in accordance with Sunshine Laws. All instructional staff at the charter school should meet the state and federal qualifications and be evaluated and paid according to approved evaluation systems and salary schedules. Parental involvement should be actively involved in a manner that aligns with the charter school's mission and educational program.

Attachments – Organizational Performance

Please include in the appropriate section the attachments that are not identified as ON FILE in the Organizational Performance sections of your charter renewal program review. Compliance with District's deadlines will be considered.

Organizational Performance

- ☒ **Student Enrollment Reports**
- ☒ **Copy of Registration Forms in Parent's Primary Language (English plus top 3)**
- ☒ **Discipline Reporting (Each Category, Prior 5 Years)**
- ☒ **Comprehensive Emergency/Evacuation Plans**
- ☒ **Staffing Reports**
- ☒ **Certification Self-Audits**
- ☒ **Blank Copy of Teacher and Administrator Evaluation Tools or Documentation Verifying Participation in an Approved Plan**
- ☒ **Copy of Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan**
- ☒ **Screen Shots of Website Requirements as per s. 1002.33(9)(p), F.S.** (*Clearly indicate the required elements: the school's academic performance; the names of the governing board members; the programs at the school; any management companies, service providers, or education management corporations associated with the school; the school's annual budget and its annual independent fiscal audit; the school's grade pursuant to s. 1008.34; and, on a quarterly basis, the minutes of governing board meetings)*
- ☒ **Screen Shot of Parent Liaison Information in Website as per s. 1002.33(7)(d)1, F.S.**
- ☒ **Sample of School Newsletters Requesting Parental Involvement**

FOR DOCUMENTS IDENTIFIED AS ON FILE: DO NOT RESUBMIT UNLESS THERE HAS BEEN A SUBSTANTIAL CHANGE SINCE PRIOR SUBMISSION

Organizational Performance Appendix

Appendix M
Student Enrollment Reports

RPRT- TS7006 REQ- 01 TERMS - STUDENT INFORMATION SERIES DATE- 10/28/16 PG-01410
DIST- 06 SCHOOL BOARD OF BROWARD COUNTY FTE-1 BY CLASS FOR SURVEY 1617-2 TIME- 19:13 SY- 17
RAPN- 5413 SOMERSET ACADEMY KEY MS

PROGRAM NUMBER	PROGRAM DESCRIPTION	HOURS MEMBERSHIP	FTE UNWEIGHTED
102	4-8 BASIC	5,627.5691	147.9760
130	ESOL	604.1715	16.5651
254	ESE SUPPORT LEVEL 1	1,069.4415	17.4054
255	ESE SUPPORT LEVEL 2	220.3353	4.6060
	SCHOOL TOTAL	19,496.9173	170.6775

RPRT- TS7006 REQ- 01 TERMS - STUDENT INFORMATION SERIES DATE- 02/10/17 PG-61970
DIST- 06 SCHOOL BOARD OF BROWARD COUNTY FTE-1 BY CLASS FOR SURVEY 1617-3 TIME- 17:26 SY- 17
EARN- 5413 SOMERSET ACADEMY KEY MS

PROGRAM NUMBER	PROGRAM DESCRIPTION	HOURS MEMBERSHIP	FTE UNWEIGHTED
102	4-8 BASIC	8,433.4008	144.5710
130	ESOL	579.1713	9.9290
251	ESE SUPPORT LEVEL 1	933.3408	16.0000
252	ESE SUPPORT LEVEL 2	116.6676	2.0000
	SCHOOL TOTAL	10,062.5805	172.5000

RPRT- TS7006 REQ- 01 TERMS - STUDENT INFORMATION SERIES DATE- 10/17/17 PG-63076
DIST- 06 SCHOOL BOARD OF BROWARD COUNTY FTE-1 BY CLASS FOR SURVEY 1718-2 TIME- 13:46 SY- 18
EARN- 5413 SOMERSET ACADEMY KEY MS

----------PROGRAM----------		---HOURS--	FTE
NUMBER	DESCRIPTION	MEMBERSHIP	UNWEIGHTED
102	4-8 BASIC	8,954.2383	154.0008
130	ESOL	937.5075	16.0706
251	ESE SUPPORT LEVEL 1	779.1729	13.4286
252	ESE SUPPORT LEVEL 2	262.5021	4.5000
	SCHOOL TOTAL	10,933.4208	188.0000

Organizational Performance Appendix

Appendix N
Copy of Registration Forms

SOMERSET ACADEMY KEY CHARTER MIDDLE SCHOOL
2017-2018 REGISTRATION APPLICATION PACKET

REGISTRATION - QUESTIONS CALL: 954.481.0602 OR EMAIL: REGISTRATION@SOMERSETKEY.COM

Application is for my child to enter _____ Grade in August 2017.
Note: This application is eligible for the grade applied for only – changes to the grade level applied for may affect enrollment eligibility.

Current School Year 2016-2017 Grade Level_____ Upcoming School Year 2017-2018 Grade Level:_____
Siblings Registered at Somerset Key Charter School (Middle or High): YES / NO

Name of Student:_____
Last First Middle Initial

Required documentation must be submitted for all registrants at time of registration:

- ❑ Registration Packet Coversheet
- ❑ Somerset Academy Key Charter Middle School Registration Application
- ❑ Somerset Academy Key Charter Middle School Parent/Guardian Contract
- ❑ Broward County Public Schools Student Registration Form
- ❑ Broward County Public Schools Code of Student Conduct
- ❑ Broward County Public Schools Media Release & Student Participation in Authorized Surveys Release Form

- ❑ Two Proofs of Broward County Residence (see below)
- ❑ Current health insurance card
- ❑ Final 2016-2017 Report Card due at time of registration
- ❑ Completed subject selection form
- ❑ Students entering Grades 6-8: Transcript reflecting high school credits earned in Middle School due at time of registration

- ❑ **Birth Certificate required** *for all student not currently attending a Broward County Public School*

Additional documentation required at time of registration for students entering 7th grade and all students not currently attending a Broward County Public School:

- ❑ Original Immunization Forms (required for all students entering 7th grade and all students not currently attending a Broward County Public School) Evidence of Immunization Florida Certificate of Immunization (Form DH 680). Permanent medical exemption (if immunization is contraindicated for one or all). Religious exemption (Form 681), a temporary exemption (Form DH 680 Part B) or a medical exemption (Form DH680, Part C).
- ❑ Evidence of Physical Examination (required for all students entering 7th grade and all students not currently attending a Broward County Public School): evidence of a medical examination performed within twelve months prior to enrollment. Parents must provide a written notification of any health/medical problem that requires staff awareness and/or supervision for their child.

ADDITIONAL REQUIRED DOCUMENTATION FOR ALL NEW REGISTRANTS:

CHECKLIST FOR ENROLLMENT OF STUDENTS *(School Board Policy 5.1 amended 1/15/13)*

NOTE

Schools have the right to verify any information provided by the student and/or the student's parent(s). Students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an attempt to register and enroll in, or remain in a school to which the student is not assigned shall be immediately withdrawn by the school and must be registered and enrolled in the appropriate boundaried school by the parent.

PROOF OF RESIDENCE (Domicile)

One current piece of evidence from the following sources in the name of the parent/guardian registering the child:
For registration and subsequent enrollment, the parent, must complete the Broward County Public Schools' student registration form and submit one piece of evidence from sources listed in Column A and one additional piece of evidence from Column B (Both sources of information must match).

COLUMN A	COLUMN B
a. Current telephone or electric bill in the name of the person registering the child	g. Automobile insurance
b. Mortgage statement	h. Current Florida Drivers' License / Florida Identification card
c. Notarized lease agreement with name, address and phone number of lessor	i. Cellular telephone bill
d. Mortgage commitment	j. Credit card statement
e. Home purchase contract including specified closing date, with copy of deed to be provided within 60 days of closing date	k. Bank account statement or United States Postal confirmation of address change request
f. Homestead exemption card	l. Declaration of Domicile form from the County Records Department

FAMILIES IN TRANSITION

Parents who answer "yes" to the Student Residency Questionnaire (SRQ) on the student enrollment form must complete a Homeless Education Program (HEP) registration. This form shall be faxed to the Homeless Education Liaison by school staff. If the family qualifies for services, the student shall be enrolled under the McKinney-Vento Act and will be eligible for immediate services, such as free meals. Eligibility for services will be effective from July 1 through June 30 of any school year. Students registered under the McKinney-Vento Act shall re-enroll each school year.

PROVISIONAL DOMICILE

The Broward County Public Schools' Provisional Domicile form will be used when families who do not qualify for services under the McKinney-Vento Homeless Act are unable to provide address verification.

1. Families who are experiencing a transition unrelated to economic hardship can register under provisional domicile. Documentation can include a transfer notice from an employer or a relocation letter. A provisional domicile form shall be signed by the parent and certified by a notary. Provisional domicile will provide a 30-day grace period during which a family can use a provisional address while their permanent residence is established. During this provisional period, the student shall attend the school zoned to his/her temporary address, not to the address where the family intends to live. Parents must renew the provisionary status every 30 days.
2. Families who are unable to provide evidence of address due to extenuating circumstances, including, but not limited to undocumented immigration status, shall complete a provisional domicile form on an annual basis. Under no circumstances shall staff request a passport, a visa, or any other documentation to verify the immigration status of any student.

EVIDENCE REQUIRED FOR REGISTRATION:

1. Official birth certificate, if available. If such certificate is not available, the following forms of evidence are acceptable:
a. A duly attested transcript of a religious document showing date of birth accompanied by an affidavit sworn to by the parent.
b. An insurance policy on the child's life, which has been in force for at least two years.
c. A passport or certificate of arrival in the U.S. showing the age of the child.
d. An affidavit sworn to by the parent, accompanied by a certificate from the county health officer, that he/she believes the child to be of required school age.

EVIDENCE OF MEDICAL EXAMINATION

Students, grades PreK-12, entering Florida Schools for the first time must present evidence of a medical examination performed within the twelve months prior to their initial enrollment (F.S. 1003.22). For purposes of this rule (6) only, enrollment shall be defined as the day the student is brought to school to fill out necessary forms (i.e. registration) for the purpose of becoming a Broward County Public School student. It is not necessarily the first day of class.

EVIDENCE OF IMMUNIZATION

Florida law requires that, prior to a child's attendance in a public school in prekindergarten through 12th grade, parents shall provide a Florida Certificate of Immunization form (DH 680). The Florida Department of Health shall determine the required immunizations. Required immunizations are outlined annually in a state publication titled "Immunization Guidelines: Florida Schools, Child Care Facilities and Family Day Care Homes."
The original DH 680 form is a permanent school record and should be filed in the student's cumulative health record. Students may attend school without a Florida Certificate of Immunization if they have a religious exemption (form DH 681), a temporary exemption (form DH 680 Part B) or a medical exemption (form DH680, Part C). Principals will issue a 30-day temporary exemption for all students except those who transfer from one Broward County public school to another Broward County Public school.

EVIDENCE OF CUSTODY/GUARDIANSHIP

If the student is residing with someone other than the parent or legal guardian, the following provisions shall apply:
1. If the parent lives within the tri-county area (Dade, Broward, or Broward), the parent must provide documentation of custody by an appropriate state agency such as the Department of Children and Families or the court. Applications for temporary custody of minor children by extended family can be obtained at the family unit office in the Broward County courthouse.
2. If a parent lives within the tri-county area and the student lives in a residence licensed by the

Department of Children and Families, the student may be registered and enrolled in the school that serves that licensed residence.
3. If the parent lives outside the tri-county area (Dade, Broward, or Broward), the school will accept a notarized statement from the parent identifying the person assuming responsibility for the supervision of the child.

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BROWARD County Public Schools

Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the student (i.e., completes this form) may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information below changes, it is the parent's/guardian's responsibility to notify the school in writing within 10 school days. The personal information you provide on this form will be kept confidential (in a protected area) and only used and disclosed by school and District staff on a need-to-know basis.

Student's Last Name (Legal)	Suffix	First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address	**Apt #**	**City**	**State**	**Zip Code**	**Gender**
					☐ Male ☐ Female
Home Phone #	**Student's Cell Phone #**		**Student's E-mail Address**		
SSN *Not required for enrollment or graduation. F.S. §1008.386 requires SBBC to request the SSN for its information management system.	**Date Student First Entered School in USA**	**Date of Birth**	**Birthplace (City/State/Country)**		

Student Lives With		Ethnicity	Race (Check all that apply)	
☐ One Parent	☐ Legal Guardian	☐ Non-Hispanic or Non-Latino	☐ White	☐ Native American/Native Alaskan
☐ Both Parents (same address)	☐ Independent Student	☐ Hispanic or Latino	☐ Black/African-American	☐ Native Hawaiian/Pacific Islander
☐ Both Parents (different address)	☐ Other: _____		☐ Asian	

Registering Parent's Last Name (Legal)	Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #	**Registering Parent's Cell Phone #**		**Registering Parent's E-mail Address**	

Non-Registering Parent's Last Name (Legal)	Suffix	First Name (Legal)	Driver License #	Relationship to Student
Non-Registering Parent's Work Phone #	**Non-Registering Parent's Cell Phone #**		**Non-Registering Parent's E-mail Address**	

Non-Registering Parent's Home Address	Apt #	City	State	Zip Code

Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)

☐ Yes ☐ No	Is a language other than English used in the home?	If "yes", which language? _____
☐ Yes ☐ No	Does the student have a first language other than English?	If "yes", which language? _____
☐ Yes ☐ No	Does the student most frequently speak a language other than English?	If "yes", which language? _____

The student's primary residence is: (Check only one)	
☐ ***owned*** by the parent/guardian.	☐ ***shared*** with someone by choice (<u>not</u> due to financial hardship) with a valid Affidavit of Shared Residency.
☐ ***rented*** with a valid lease agreement. Expiration Date: _____	☐ ***shared*** with someone due to loss of housing, economic hardship or similar reason. (McKinney-Vento eligible)

Is the student's primary residence a:		Does the student live <u>or</u> is either parent employed:	
☐ Yes ☐ No	Public space, vehicle of any kind, bus or train station, abandoned building, substandard housing, or similar setting?	☐ Yes ☐ No	In low rent housing (such as Section 8 subsidized housing)?
☐ Yes ☐ No	Transitional/emergency shelter?	☐ Yes ☐ No	On Indian Lands?
☐ Yes ☐ No	Hotel/motel, trailer park, or camping ground due to lack of alternative adequate accommodations?	☐ Yes ☐ No	On federal property, a federally owned military installation, or NASA owned property?

Is either parent:	
☐ Yes ☐ No	An active duty member of the uniformed services, including the National Guard and Reserve? If yes, which division?_____
☐ Yes ☐ No	A veteran, medically discharged, or killed while on active duty from the uniformed services? If yes, which division?_____
☐ Yes ☐ No	Employed in agriculture or fishing industries anytime in the past three years?

Has the student previously been:			
☐ Yes ☐ No	On a 504 plan?	☐ Yes ☐ No	Retained (repeated the same grade)?
☐ Yes ☐ No	In an ESOL program?	☐ Yes ☐ No	In a home education program?
☐ Yes ☐ No	In Exceptional Student Education (ESE)?	☐ Yes ☐ No	Convicted of a felony?
☐ Yes ☐ No	In a magnet program?	☐ Yes ☐ No	Expelled from school?

Previous School Name	City/State/Country	Years Attended	Grade	Type
				☐ Public ☐ Private ☐ Home Education

The above information is correct and complete to the best of my knowledge. In the event of a change of name, address, or phone, I will notify the school office in writing within ten (10) days. I understand that students whose parents are found, after appropriate investigation, to have submitted fraudulent information in an effort to enroll a student in a school to which the student is not assigned shall be immediately withdrawn by the school and the parent must enroll the student in the appropriate boundaried school or follow the reassignment procedures. I have read and understand that I must submit appropriate proof of residency documentation, per School Board Policy 5.1. Florida Statutes §837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree. Florida Statutes §92.525 provides that whoever knowingly makes a false declaration under penalties of perjury is guilty of the crime of perjury by false written declaration, a felony of the third degree.

Print Registering Parent Name	Registering Parent Signature	Date

Office Use Only				
☐Immunization Form 680	☐Health Exam	Medical Exemption: ☐Religious ☐Medical ☐Temporary (date): _____		☐ Back to School Forms Provided
☐Proofs of Residency	☐Shared Housing Form	☐HEART Form(s)	☐504 ☐ESOL ☐ESE (Disability): _____	School Records: ☐Requested ☐Received
☐Acting Parent Form	☐Temporary Custody	☐Reassignment (Code): _____	☐Proof of Birth Date (Specify document): _____	

2017-2018 Registration Application

Application is for my child to enter _____ Grade in August 2017.
Note: This application is eligible for the grade applied for only – changes to the grade level applied for may affect enrollment eligibility.

Name of Student:_____
Last First Middle Initial
Age: _____ Date of Birth:_____ Gender: _____ Race: _____

Current Grade:_____Current School:_____ County:_____

Current School Address:_____ City:_____ State:___ Zip:_____

Current School Phone Number:_____ Current School Fax Number:_____

Is any parent/guardian of this student active in the Military? ☐ Yes ☐ No If yes, please provide:
Name of Parent/Guardian:_____ **Military Branch:**_____

Primary Email Account for Official School Correspondence: _____

Mother's Name:_____
Last First Middle Initial
Address:_____

City:_____ State: _____Zip Code: _____ Email:_____

Home Phone Number:_____Mother's Employer: _____

Work Phone Number: _____ Cell Phone Number:_____

Father's Name:_____
Last First Middle Initial
Address:_____

City:_____ State: _____Zip Code: _____ Email:___«Email»_____

Home Phone Number:_____Mother's Employer: _____

Work Phone Number: _____ Cell Phone Number:_____

Student lives with *(check one)*: ☐ Mother ☐ Father ☐ Both Parents ☐ Other:_____
Custody status of student *(check one)*: ☐ Mother ☐ Father ☐ Shared Custody ☐ Other:_____
Is there a court order barring either parent from removing or contacting the student during the school day?
☐ Yes ☐ No IF YES, you must provide the school with a copy of the court order.

Authorized Persons to pick-up child when parents not available:

Name: _____ Telephone Number:_____

Name: _____ Telephone Number:_____

Name: _____ Telephone Number:_____

Persons to contact in case of emergency when parents are not reachable:

Name: _____ Relation: _____ Telephone No.: _____

Name: _____ Relation: _____ Telephone No.: _____

My child currently has Health Insurance: _____YES _____ NO (check one)
If Yes: ☐ Medicaid ☐ Healthy Kids/Kid Care ☐ Name of Private Carrier: _____
I understand that Somerset Academy Key Charter Middle School requires that all students who participate in before or after school activities (i.e. L.E.A.P., clubs, etc.) or field trips are covered by health insurance coverage listed above.

Siblings: Please note that the following siblings of this student attend Somerset Academy Key Charter Middle or High School:
Name of Student: _____ 2017-2018 Grade Level: _____
Name of Student: _____ 2017-2018 Grade Level: _____
Name of Student: _____ 2017-2018 Grade Level: _____
This does not register the students listed above and is only obtained for informational purposes.

Somerset Academy Key Charter Middle School is a public charter school, open to all eligible students who reside in Broward Beach County. All student enrollments shall be subject to a random lottery and to the racial/ethnic balance provisions described in F.S. 1002.33 (7)(a)(8).

I agree that by signing this document, both my child and I will adhere to the following:

I hereby acknowledge that I have read and understand the policies set forth in this contract. I agree to uphold the rules and regulations of Somerset as stated in the Student and Parent Handbook. I have read the Parent & Student Handbook, including uniform policy, the Student Code of Excellence and Broward County Public Schools Code of Conduct, and both I and my child agree to cooperate with all of the policies contained therein. I understand that the Parent & Student Handbook and Broward County Public Schools Code of Conduct may be updated from time to time and, therefore, as a responsible parent and/or student I will keep myself informed of changes. I understand that additional policies that are found in the Parent & Student Handbook and additional policies set forth in student newsletters must be obeyed. I agree to cooperate with all the established policies and procedures at Somerset. We pledge to follow the rules. We have read, understood and agree with the parent contract."

Name of Student (Printed) _____ ***Grade*** _____ ***Date*** _____

Parent/Guardian Signature _____

Name of Student: _____ ***Signature of Student*** _____

If parent signs, parent acknowledges that he/she will advise student of students responsibilities outlined in the Student Contract.

2017-2018 Parent/Guardian Contract

(2017-2018 Parent/Guardian Contract to be executed the first week of the new school year to complete the enrollment process.)

Completion of a Registration Application does not guarantee acceptance or admission. Incomplete applications will not be considered.

Somerset Academy Inc. Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of _____.

- Absences: In accordance with School and BCPS Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- Arrival: Arrival time is from 7:30 am to 7:45 am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: Somerset Academy is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- Tardies: All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- Dismissal: Dismissal time is __2:45_____pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that Somerset Academy is not responsible for students remaining on campus after the School's dismissal times, except for those who are enrolled in and pay fees to the after-care program. Traffic patterns for arrival and dismissal (as described in the Parent Handbook) must be strictly followed. Violation of any policy regarding health, safety, and welfare issues, including but not limited to, non-adherence to approved traffic patterns, will be documented. Any such violations shall be considered serious infractions and will not be tolerated.
- Early Dismissal: For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!

- Unauthorized Items Policy: Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.
  - Uniform Policy: Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.
  - Volunteer Hours: Parental/Guardian involvement is a critical component of your child's educational success. Somerset Academy prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child's future. All Somerset Academy parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
  - Academic Recovery: If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
  - Outstanding Fees: Failure to pay all outstanding fees may result in the loss and/or suspension of extra- curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
  - Internet and Media Use Policy: No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the Somerset Academy name and/or any of its logos is expressly prohibited. For purposes of this section, the term "public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
  - Broward County School District: Please note: all students enrolled in Somerset Academy are subject to applicable policies outlined in the Somerset Academy Parent and Student Handbook in addition to applicable policies outlined in the Broward County School District Student Code of Conduct.

We understand the policies set forth in this Somerset Academy Parent/Guardian Contract and will abide by them. Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.

Student's Name: _____
Grade: _____ Date: _____
Parent Name: _____

X _____
Parent Signature

SOMERSET ACADEMY KEY CHARTER MIDDLE SCHOOL 2017-2018 FOM ENSKRIPSYON

ENSKRIPSYON- KESYON RELE NAN: 954.481.0602 OUBYEN IMÈL: REGISTRATION@SOMERSETKEY.COM

Fòm sa se pou pitit mwen kap rantre nan klass_____ en Out 2017.
Remak: aplikasyon sa a kalifye pou klas la aplike pou sèlman - chanjman nan nivo klas ki aplike pou ka afekte kalifikasyon pou enskripsyon.

2016-2017 nivo klas_____ Ane kap vini 2017-2018 Klas lap ye:_____
Frè ak Sè ki enskri nan Somerset Key Charter School (Middle oswa High): WI / NON

Nom elèv la:_____
Siyati Non Non nan mitan

Yo dwe soumèt dokiman ki obligatwa pou tout anrejistreman yo lè yo anrejistre:

- ❑ Paj kouveti enskripsyon an
- ❑ Somersetkey Academy Key Charter Middle School Fom
- ❑ Somersetkey Academy Key Charter Middle School kontra paran/ responsab paran/ gadyen
- ❑ Fòm enskripsyon elèv lekòl piblik nan Broward County
- ❑ Kod kondwit elev nan Broward County
- ❑ Lekòl Piblik nan Broward County yo pibliye Media release &Patisipasyon elèv nan fom release sètifica otorize

- ❑ De prèv rezidans pou Broward (gade anba a)
- ❑ Kat asirans sante aktyel pa
- ❑ Denye kane 2016-2017 le yap enskri
- ❑ Ranpli fom seleksyon sije yo
- ❑ Elèv kap antre klas 6-8: Transkripsyon ki reflete kredi High school yo te fe nan Middle school le yo te anrejistre

- ❑ Batistè obligatwa pou tout elèv ki pa aktyèlman ale nan yon Lekòl Piblik nan Broward County

Additional documentation required at time of registration for students entering 7th grade and all students not currently attending a Broward County Public School:

- ❑ Fòm Imunasyon Original (obligatwa pou tout elèv k ap antre nan klas 7yèm ane ak tout elèv ki pa nan yon lekòl piblik nan Broward County). Evidans sou Iminizasyon Florid Sètifika Vaksinasyon (Fòm DH 680). Ekzanpsyon medikal pèmanan (si vaksinasyon kontr pou yonn oswa tout). Egzanpsyon relijye (Fòm 681), yon egzanpsyon tanporè (Fòm DH 680 Pati B) oswa yon egzansyon medikal (Fòm DH680, Pati C).

- ❑ Prèv egzamen fizik (obligatwa pou tout elèv k ap antre nan klas 7yèm ane ak tout elèv ki pa nan yon Broward County Public School): prèv yon egzamen medikal ki fèt nan 12 mwa anvan enskripsyon an. Paran yo dwe bay yon notifikasyon alekri sou nenpòt pwoblèm sante / medikal ki egzije konsyans anplwaye ak / oswa sipèvizyon pou pitit yo.

ADMINISTRATÈ DEMIMANTASYON OBLIGASÈ POU NOUVO ANTRETYEN NOUVO:

CHECKLIST POU ENSKRIPSYON ELÈV (Règleman Komisyon Konsèy Lekòl la 5.1 amande 1/15/13)

REMAK:
Lekòl yo gen dwa pou verifye nenpòt enfòmasyon elèv la ak / oswa paran elèv la (yo). Elèv ki gen paran yo jwenn, apre yo fin apwouve apwopriye, yo te soumèt enfòmasyon fwod nan tantativ pou anrejistre ak enskri nan, oswa rete nan yon lekòl kote elèv la pa asiyen yo dwe imedyatman retire lekòl la epi yo dwe anrejistre ak enskri nan lekòl kiCHECKLIST FOR ENROLLMENT OF STUDENTS *(School Board Policy 5.1 amended 1/15/13)*

Prèv RESIDANS (domisil)
Yon moso aktyèl prèv ki soti nan, sous sa yo nan non paran / gadyen an enskri timoun nan:
Pou enskripsyon ak apre enskripsyon, paran an, dwe ranpli fòm enskripsyon elèv lekòl Broward County yo epi soumèt yon sèl pyès prèv ki soti nan sous ki nan Kolòn A ak yon lòt moso prèv ki soti nan Kolòn B (Tou de sous enfòmasyon yo dwe matche ak.)

COLUMN A	COLUMN B
a. Bòdwo telefòn oswa elektrik nan non moun ki enskri timoun nan	g. Asirans machin
b. Ipotèk deklarasyon	h. Aktyèl lisans chofe/ Kat idantifikasyon pou Florida
c. Notarye ako kontra lwaye ak non, adres ak nimewo telefon lokate yo	i. Selile bodwo telefon
d. Ipotek angajman	j. Deklaration kat kredi
e. Kay kontra acha ki gen ladan dat espesifye lawye, ak kopi papye kay la dwe bay nan lespas 60 jou apre dat lawyer a	k. Deklarasyon kont labank oswa Etazini pou konfimasyon nan adrès chanjman adrès
f. Homestead kat egzanpsyon	l. Deklarasyon fòm domisil nan Depatman Albòm Konte a

FANMI NAN TRANSITION

Paran ki repons "wi" nan Kesyonè Rejis Elèv la (SRQ) sou fòm enskripsyon elèv la dwe ranpli yon enskripsyon Pwogram Edikasyon pou Moun ki san kay (HEP). Fòm sa a dwe faks nan Lyezon Edikasyon nan san kay pa anplwaye lekòl yo. Si fanmi an kalifye pou sèvis yo, yo dwe enskri elèv la anba Lwa McKinney-Vento epi yo pral kalifye pou sèvis imedyat, tankou manje gratis. Elijiblite pou sèvis yo pral efikas nan 1ye jiyè jiska 30 jen nan nenpòt ane eskolè. Elèv ki anrejistre dapre Lwa McKinney-Vento a dwe re-enskri chak.ane.

Fòmilè Domisil Pwovizwa

Lekòl Piblik Broward County yo pral itilize lè fanmi ki pa kalifye pou sèvis dapre Lwa McKinney-Vento ki san kay la pa kapab bay verifikasyon adrès.

1. Fanmi ki gen yon tranzisyon ki pa gen rapò ak difikilte ekonomik ka anrejistre anba domisil pwovizwa. Dokimantasyon ka gen ladan yon avètisman transfè nan yon anplwayè oswa yon lèt demenajman. Yon fòmilè domisil pwovizwa dwe siyen pa paran an ak sètifye pa yon notè. Domisil pwovizwa ap bay yon peryòd gras 30 jou pandan yon fanmi kapab itilize yon adrès pwovizwa pandan y ap etabli rezidans pèmanan yo. Pandan peryòd pwovizwa sa a, elèv la dwe ale nan lekòl la nan adrès li pou yon ti tan, pa nan adrès kote fanmi an gen entansyon viv. Paran yo dwe renouvle estati prestasyon an chak 30 jou.
2. Fanmi ki pa kapab bay prèv adrès yo akòz sikonstans ki ekziste, tankou, men se pa sa sèlman nan kondisyon imigrasyon san papye, dwe ranpli yon fòm domisil pwovizwa sou yon baz anyèl. Anba okenn sikonstans, anplwaye yo mande yon paspò, yon viza, oswa nenpòt lòt dokiman pou verifye estati imigrasyon nenpòt elèv.

EVIDANS EGZIJE POU ENSKRIPSYON:

1. Batistè ofisyèl, si li disponib. Si sètifika sa a pa disponib, fòm prèv sa yo akseptab:
a. Yon transkripsyon ki te byen ateste nan yon dokiman relijye ki montre dat nesans akonpaye pa yon afidavit fè sèman pa paran an.
b. Yon kontra asirans sou lavi timoun nan, ki te nan fòs pou omwen de zan.
c. Yon paspò oswa sètifika arive nan peyi Etazini ki montre laj timoun nan.
d. Yon afidavit fè sèman pa paran an, akonpaye pa yon sètifika nan ofisye sante konte a, ke li / li kwè ke timoun nan dwe nan laj lekòl ki nesesè yo.

EVIDANS EGZAMINASYON MEDIKAL:

Elèv yo, klas PreK-12, k ap antre nan Florid Lekòl yo pou premye fwa dwe prezante prèv yon egzamen medikal ki fèt nan 12 mwa anvan enskripsyon inisyal la (FS 1003.22). Pou objektif règleman sa a (6) sèlman, yo dwe defini enskripsyon kòm jou elèv la te pote nan lekòl pou ranpli fòm nesesè yo (dapre enskripsyon) pou yo vin yon elèv lekòl leta nan Broward County. Li pa nesesèman premye jou klas la.

EVIDANS vaksinasyon:

Lwa Florid egzije pou, avan prezans yon timoun nan yon lekòl piblik nan klas prematènèl rive klas 12yèm ane, paran yo dwe bay yon fòm Sètifika Vaksinasyon Florid (DH 680). Depatman Sante Florid la dwe detèmine vaksinasyon ki nesesè yo. Vaksinasyon obligatwa yo prezante chak ane nan yon piblikasyon leta ki gen tit "Gid pou Iminizasyon: Lekòl Florid, Enfimyè Swen Timoun ak Kay Swen Fanmi."
Fòm orijinal DH 680 se yon dosye lekòl pèmanan epi yo dwe depoze nan dosye sante kimilatif elèv la. Elèv yo ka ale nan lekòl san yo pa yon Sètifika Vaksinasyon Florid si yo gen yon egzanpsyon relijye (fòm DH 681), yon egzanpsyon tanporè (fòm DH 680 Pati B) oswa yon egzanpsyon medikal (fòm DH680, Pati C). Direktè yo ap bay yon ekzanpsyon tanporè 30 jou pou tout elèv eksepte moun ki transfere nan yon lekòl leta nan Broward County nan yon lòt lekòl piblik nan Broward County.

EVIDANS ENFÒMASYON / GADYEN:

Si elèv la ap viv avèk yon lòt moun pase paran oswa gadyen legal, dispozisyon sa yo dwe aplike:
1. Si paran an ap viv nan zòn tri-county (Dade, Broward, oswa Broward), paran an dwe bay dokiman gad nan yon ajans leta apwopriye tankou Depatman Timoun ak Fanmi oswa tribinal la. Aplikasyon pou gad tanporè timoun minè pa fanmi pwolonje ka jwenn nan biwo inite fanmi an nan tribinal Konte Broward la.
2. Si yon paran viv nan zòn tri-county ak elèv la ap viv nan yon rezidans ki gen lisans pa la
Depatman Timoun ak Fanmi, elèv la ka anrejistre ak enskri nan lekòl la ki sèvi rezidans ki gen lisans li.
3. Si paran an ap viv deyò zòn tri-county (Dade, Broward, oswa Broward), lekòl la ap aksepte yon deklarasyon notarye nan men paran ki idantifye moun ki asepte responsablite pou sipèvizyon timoun.

Established 1915
BROWARD County Public Schools

Student Registration Form – Haitian Creole

Fòm Enskripsyon pou Elèv

Se sèl paran/gadyen (F.S. §1000.21(5)) ki enskri elèv-la (savledi ki ranpli fòm-sa) ki kapab retire elèv-la nan lekòl li ye koulyeya, esepte si gen dokimantasyon sikonstans esepsyonnèl ki endike otreman. Se responsabilite paran/gadyen pou notifye alekri lekòl-la nan 10 jou si enfòmasyon ki anba a ta vin chanje. Tout enfòmasyon ak ransèyman pèsonnèl ou ban-nou sou fòm-sa va rete konfidansyèl (nan yon kote pwoteje) epi estaf lekòl ak Distrik-la kapab itilize, revele/kominike sèlman enfòmasyon ki nesesè.

Siyati elèv (Non Legal)	Sifiks	Prenon (Prenon Legal)	Non Mitan	Elèv *transgender:* Non deklare (*Affirmed name)*	
Adrès Prensipal Kay Elèv-la	**Apt #**	**Vil**	**Leta**	**Zipkòd**	**Sèks - *Gender***
					☐ Gason ☐ Fi
# Telefòn kay-ou	**# selilè elèv-la**		**Imel adrès/kourye elektwonnik elèv-la**		
SSN *Nimewo kat sosyal sekirite pa obligatwa pou anwolman oswa pou diplome. F.S. §1008.386 ekzije SBBC mande nimewo kat SSN pou jesyon sistèm enfòmasyon-li.	**Dat elèv-la antre pou lapremyè fwa nan lekòl Ozetazini**	**Dat nesans**	**Kote elèv-la fèt (Vil/Leta/Peyi)**		

Elèv-la abite avèk	Etnisite	Ras (Tcheke tout sa ki aplikab)
☐ Yon Paran (manman oswa papa l) ☐ Toude Paran-li (nan menm adrès) ☐ Toude Paran (adrès diferan) ☐ Gadyen (*Legal Guardian*) ☐ Elèv-la endepandan ☐ Lòt: _____	☐ Pa Ispanik oswa pa Latino ☐ Ispanik oswa Latino	☐ Blan ☐ Nwa/Afriken-Ameriken ☐ Azyatik ☐ Amerendyen/Natifnatal Alaska ☐ Awayen/Natifnatal zil Pasifik

Siyati Paran k'ap enskri elèv-la (Non Legal)	Sifiks	Prenon (Prenon Legal)	# Lisans chofè	Sa li ye pou elèv-la
# Telefòn travay Paran k'ap enskri elèv-la	**# telefòn selilè Paran k'ap enskri elèv-la**		**Imel adrès Paran k'ap enskri elèv-la**	

Siyati Paran ki pap enskri elèv-la (Non Legal)	Sifiks	Prenon (Prenon Legal)	# Lisans chofè	Sa li ye pou elèv-la
# Telefòn travay Paran ki pap enskri elèv-la	**# Telefòn selilè Paran ki pap enskri elèv-la**		**Imel adrès Paran ki pap enskri elèv-la**	

Adrès kay Paran ki pap enskri elèv-la	Apt #	Vil	Leta	Zipkòd

Ankèt sou Lang ki pale lakay (Si repons-la se "Wi" nan nenpòt keksyon-sa-yo, elèv-la dwe pran yon tès Anglè pou detèminen nivo l nan lang Anglè.)	
☐ Wi ☐ Non Èske nou pale lakay-nou yon lòt lang ki pa Anglè?	Si "wi", ki lang nou pale? _____
☐ Wi ☐ Non Èske elèv-la pale yon premye lang ki pa Anglè?	Si"wi", ki lang li pale? _____
☐ Wi ☐ Non Èske elèv-la pale pi souvan nan yon lòt lang ki pa Anglè?	Si"wi", ki lang li pale? _____

Adrès prensipal elèv-la: (Tcheke yon sèl kare sèlman)	
☐ Paran/gadyen se ***pwopriyetè/mèt*** kay-la.	☐ ***pataje*** kay, m chwazi fè aranjman pou m abite ak yon lòt moun (pa akòz pwoblèm ekonomik) mwen gen Afidavi sou lojman moun pataje, ki valid.
☐ ***N'ap lwe*** avèk yon kontra lwaye (lease) valid. Dat espirasyon: _____	☐ ***pataje*** kay, mwen abite ak yon lòt moun akòz mwen pèdi lojman mwen, pwoblèm ekonomik oswa lòt rezon similè. (McKinney-Vento elijib)

Èske rezidans prensipal elèv-la nan:		Èske elèv-la abite oswa youn nan paran-li anplwaye menm kote-a:	
☐ Wi ☐ Non	Yon espas piblik, nan nenpòt veyikil, oto, bis oswa estasyon tren, bildin abandone, lojman ki pa nan bonneta oswa lòt lojman ki pa adekwa?	☐ Wi ☐ Non	Nan lojman ki pa chè (tankou lojman Leta sibvansyone Section 8)?
☐ Wi ☐ Non	Yon abri (cheltè – *shelter*) pou sitiyasyon ijans/nan abri tranzisyon?	☐ Wi ☐ Non	Sou rezèv Amerendyen (Indian Lands)?
☐ Wi ☐ Non	Otel/motel, pak woulòt (trailer park), oswa sou teren kanpin poutèt pat gen lòt altènatif epitou mank akomodasyon sifizan?	☐ Wi ☐ Non	Sou pwopriyete gouvènman federal, enstalasyon militè ke gouvènman federal-la posede, oswa sou pwopriyete NASA?

Èske youn nan paran elèv-la se:	
☐ Wi ☐ Non	Yon manm aktif nan sèvis ann inifòm Lame, National Guard ak Reserve ladann tou? Si wi, ki divizyon Lame? _____
☐ Wi ☐ Non	Yon veteran, revoke pou rezon medikal, oswa te mouri pandan li te nan Lame? Si wi, ki divizyon Lame? _____
☐ Wi ☐ Non	Anplwaye nan endistri agrikilti oswa endistri lapèch nenpòt lè diran twa anne ki sot pase yo?

Èske elèv-la:			
☐ Wi ☐ Non	Gen yon plan, 504 plan?	☐ Wi ☐ Non	Double (refè menm klas-la - *grade*)?
☐ Wi ☐ Non	Nan yon pwogram ESOL?	☐ Wi ☐ Non	Nan yon pwogram edikasyon adomisil - *home education program?*
☐ Wi ☐ Non	Nan yon pwogram edikasyon esepsyonèl - *Exceptional Student Education ESE?*	☐ Wi ☐ Non	Kondane pou yon krim (felony)?
☐ Wi ☐ Non	Nan yon pwogram magnet?	☐ Wi ☐ Non	Yo te espilse elèv-la, mete l deyò?

Non lekòl elèv-la te ale anvan	Vil/Leta/Peyi	Pou konben anne	Klas - *Grade*	Ki kalite lekòl
				☐ Piblik ☐ Prive ☐ Ansèyman lakay

Mwen sètifye ransèyman mwen bay anwo-a kòrèk epi vre. Nan ka mwen ta vin chanje non, adrès oswa telefòn, mwen va notifye alekri direksyon lekòl-la nan dis (10) jou. Mwen konprann si yo jwenn paran yon elèv depoze fo papye e bay fo ransèyman pou anwole elèv-la nan yon lekòl ki pa zòn-ni, yo va retire elèv-la touswit epi paran-an dwe al anwole pitit-li nan lekòl ki apwopriye nan zòn kay-li oswa swiv pwosedi transfè nan yon lòt lekòl. Mwen li epi konprann mwen dwe soumèt dokiman kòrèk kòm prèv adrès rezidansyèl, konfòmeman ak politik epi regleman School Board Policy 5.1. Lwa Florida Statutes §837.06 espesifye klèman nenpòt moun ki konsyamman fè yon fo deklarasyon alekri nan lentansyon twonpe vijilans yon anplwaye nan fonksyon ofisyèl-li, moun sa koupab yon deli dezyèm degre. Lwa Leta Florid, Statutes §92.525, espesifye klèman nenpòt moun ki konsyamman fè yon fo deklarasyon anba sanksyon fo sèman, moun-la koupab krim *perjury* sou fo deklarasyon alekri. Se yon krim (feloni) twazyèm degre.

Ekri an lèt detache Non Paran k'ap enskri elèv-la	Siyati Paran k'ap enskri elèv	Dat

Office Use Only				
☐ Immunization Form 680	☐ Health Exam	Medical Exemption: ☐ Religious ☐ Medical ☐ Temporary (date): _____		☐ Back to School Forms Provided
☐ Proofs of Residency	☐ Shared Housing Form	☐ HEART Form(s)	☐ 504 ☐ ESOL ☐ ESE (Disability): _____	School Records: ☐ Requested ☐ Received
☐ Acting Parent Form	☐ Temporary Custody	☐ Reassignment (Code): _____	☐ Proof of Birth Date (Specify document): _____	

2017-2018 Enskripsyon Aplikasyon

Aplikasyon se pou pitit mwen an antre nan klas _____ nan mwa Out 2017.
Remak: applikasyon sa a kalifye pouk las lap aplike a selman – chanjman nan nivo klas ki aplike pou ka afekte kallifikasyon pou enskripsyon.

Nom elèv la:_____
Siyati Non Non nan Mitan
Laj: _____ Dat nesan:_____ Sèks: _____ Ras: _____

Aktyèl Klas la:_____Aktyèl lekòl la:_____ County:_____

Aktyèl Adrès Lekòl la:_____ Vil:_____ Eta:____ Kòd Postal:_____

Aktyèl telefòn lekòl la:_____ Aktyèl faks lekòl la:_____

Eske nenpòt paran/gadyen elèv sa a aktif nan militè☐ Wi ☐ Non Si wi, tanpri bay:
Nom paran / Gadyen:_____ **Branch militè:**_____

Prensipal Imèl Kont pou korespondans lekòl ofisyèl: _____

Non manman an:_____
Siyati Non Inisyal non nan mitan
Adrès:_____

Vil:_____ Eta: _____Kòd Postal: _____ Imèl:_____

Telefòm kay la:_____Anplwayè: _____

Telefòn travay la: _____ Telefòn selilè:_____

Non papa an:_____
Siyati Non Inisyal non nan mitan
Adrès:_____

Vil:_____ Siyati: _____Kòd Postal: _____ Imèl:_____

Telefòm kay la:_____Anplwayè: _____

Telefòn travay la:_____ Telefòn selilè:_____

Elèv ap viv avèk (tcheke youn): ☐ Manman ☐ Papa ☐ Tou de paran ☐ Lòt:_____
Estati prèv elèv la (tcheke yon sèl): ☐ Manman ☐ Papa ☐ Pataje gad ☐ Lòt:_____
Èske gen yon lòd tribinal ki anpeche swa paran yo retire oswa kontakte elèv la pandan jounen lekòl la?
☐ Wi ☐ Non SI WI, ou dwe bay lekòl la yon kopi lòd tribinal la

Moun ki otorize pou yo chwazi timoun lè paran yo pa disponib:

Non: _____ Nimewo Telefòn: _____

Non: _____ Nimewo Telefòn: _____

Non: _____ Nimewo Telefòn: _____

Moun yo kontakte nan ka ijans lè paran yo pa ka jwenn:

Non: _____ Relasyon:_____ Nimewo Telefòn.:_____

Non: _____ Relasyon:_____ Nimewo Telefòn:_____

Timoun mwen an gen kounye a Asirans Sante: _____WI _____NON (tcheke youn)
Si Wi: ☐ Medicaid ☐ Healthy Kids / Swen Kid ☐ Non Konpayi Prive: _____
Mwen konprann ke Somerset Academy Key Charter Middle School mande pou tout elèv ki patisipe nan aktivite anvan oswa apre lekòl (d. L.E.A.P.P., klib, elatriye) oswa pwomnad yo kouvri pa asirans sante ki endike anwo a.

Sibling: Tanpri sonje ke frè ak sè elèv sa yo ale nan Somerset Academy Key Charter Middle or High School:
Non Elèv: _____ 2017-2018 Nivo klas:
Non Elèv: _____ 2017-2018 Nivo klas:
Non Elèv: _____ 2017-2018 Nivo klas:
Sa a pa enskri elèv yo ki nan lis pi wo a epi li se sèlman jwenn pou rezon enfòmasyon.

Somerset Academy Key Charter Middle School se yon charter school piblik, ouvè pou tout elèv ki elijib ki abite nan Broward Beach County. Tout enskripsyon elèv yo dwe sijè a yon lotri o aza ak dispozisyon balans rasyal / etnik yo ki dekri nan F.S. 1002.33 (7) (a) (8).

Mwen dakò ke siyen dokiman sa a, tou de pitit mwen an ak mwen pral konfòme ak sa ki annapre yo:

Mwen rekonèt ke mwen li epi mwen konprann règleman ki tabli nan kontra sa a. Mwen dakò pou sipòte règ ak règleman Somerset jan sa endike nan Manyèl Elèv ak Paran an. Mwen te li Manyèl Paran ak Elèv la, ki gen ladan règleman inifòm, Kòd pou Elèv Ekselans ak Kòd Konduit Lekòl Piblik nan Broward County, e mwen menm ak pitit mwen an dakò pou yo kolabore ak tout règleman ki ladan yo. Mwen konprann ke yo ka mete ajou Kòd Administrasyon Paran ak Elèv yo ak Kòd Konduit nan Lekòl Leta Miami-Dade County yo pou yo ka chanje de tan zan tan, epi, kidonk, kòm yon paran ak / oswa elèv responsab mwen pral kenbe enfòmasyon mwen sou chanjman yo. Mwen konprann ke règ adisyonèl yo jwenn nan Manyèl Paran ak Elèv yo ak lòt règleman ki tabli nan bilten elèv yo dwe obeyi. Mwen dakò pou mwen kolabore ak tout regleman ak pwosedi etabli nan Somerset. Nou pwomèt yo swiv règleman yo. Nou te li, konprann ak dakò ak kontra paran an.

Non Elèv (Enprime)_____ ***Klas***_____ ***Dat***_____

Siyati Paran / Gadyen_____

Non Elèv:_____***Siyati elèv la***_____

Si gen siyati paran yo, paran an rekonèt li / li pral konseye elèv responsablite elèv ki dekri nan Kontra Elèv la.

2017-2018 Kontra Paran / Gadyen

(2017-2018 Kontra Paran / Gadyen yo dwe egzekite premye semèn nan nouvo ane lekòl la pou ranpli pwosesis enskripsyon an.)

Konplete yon aplikasyon pou enskripsyon pa garanti akseptasyon oswa admisyon. Aplikasyon enkonplè pa pral konsidere.

Somerset Academy Inc. Kontra Paran / Gadyen

Mwen, paran / gadyen legal la nan _____, dakò pou respekte règleman sa yo ak pwosedi _____.

- Absans: Daprè règleman lekòl ak BCPS chak jou, elèv yo dwe prezante fizikman nan lekòl la pou yon minimòm 2 èdtan pou yo ka konte kòm prezan pou objektif prezans chak jou. Pou chak jou, yon elèv absan, Paran / gadyen dwe soumèt dokiman sipò ki eksplike rezon ki fè yo pou absans la. Dokimantasyon soumèt plis pase 3 jou (72 èdtan) apre yo fin retounen lekòl la nan lekòl la, epi absans la (yo) ap konsidere san eskiz. Elèv ki gen absans twòp ap refere nan Komite Revizyon Administrasyon / Prezans. Y'ap bay referans yo apre yo rive jwenn admisyon maksimòm lekòl la, e yo kapab lakoz kanè elèv la ki reflete patisipasyon ensifizan pou resevwa yon nòt. Tanpri dwe konseye: pou elèv ki nan klas 9-12, senk (5) oswa plis absans ki pa eskize nan yon kou semès oswa dis (10) oswa plis nan yon kou anyèl, ka lakòz retni klas elèv
- Arive: Tan an se ant 7:30 am ak 7:45 am. Elèv yo dwe nan plas yo nan kòmansman homeroom nan maten an. Nenpòt elèv ki rive apre kòmansman homeroom ap resevwa yon pasaj reta. Elèv ki rive oswa ki kite andeyò de fwa lekòl la ka enskri nan yon pwogram anvan swen, kote li disponib, tankou tout frè aplikab yo. Tanpri dwe konseye: Somerset Academy pa responsab pou elèv ki rive plis pase trant (30) minit anvan kòmansman lekòl la, eksepte pou moun ki enskri nan ak peye frè nan pwogram anvan swen an. Modèl trafik pou arive ak ranvwaye yo (jan sa dekri nan Manyèl paran) dwe entèdi swivi. Vyolasyon nenpòt politik konsènan sante, sekirite, ak pwoblèm byennèt, ki gen ladan, men se pa sa sèlman, ki pa aderans nan modèl trafik apwouve, yo pral dokimante. Nenpòt vyolasyon sa yo dwe konsidere kòm vyolans grav epi yo pap tolere.
- Reta: Tout reta yo san eskiz. Si elèv yo rive apre kòmansman lekòl la, tanpri pa voye elèv la nan klas la. Elèv ki rive apre lekòl la dwe rapòte dirèkteman nan biwo / zòn deziyen lekòl la. Elèv ki gen reta twòp ap refere nan Komite Revizyon Administrasyon / Prezans.
- Lekòl Lage: Tan pou lekòl lage se __2: 45 _____ pm. Elèv ki kite andeyò lekòl la deziyen yo kapab enskri nan yon pwogram apre-swen, kote li disponib, tankou tout frè ki aplikab yo. Tanpri sonje ke tout chaj yo dwe rezoud nan plen nan dènye jou lekòl la. Tanpri dwe konseye ke Somerset Academy pa responsab pou elèv ki rete nan lakou lekòl la apre lè lekòl lage, eksepte pou moun ki enskri nan ak peye frè yo nan pwogram apre-swen. Modèl trafik pou arive ak ranvwaye yo (jan sa dekri nan Manyèl paran) dwe entèdi swivi. Vyolasyon nenpòt politik konsènan sante, sekirite, ak pwoblèm byennèt, ki gen ladan, men se pa sa sèlman, ki pa aderans nan modèl trafik apwouve, yo pral dokimante. Nenpòt vyolasyon sa yo dwe konsidere kòm vyolans grav epi yo pap tolere.
- Ranfòsman bonè: Pou yon elèv yo dwe ranvwaye byen bonè, paran yo dwe rapòte bay biwo / zòn ki deziyen an. Elèv ki vle ranvwaye bonè (nan yon jou lekòl regilye) oblije bay dokiman yo. Dokiman ki soumèt plis pase 72 èdtan apre yon lekòl lage pi bonè pa pral aksepte, epi yo pral jijman an bonè dwe konsidere san esè. Elèv ki gen twòp lekòl ki pa eskize yo pral refere nan Komite Revizyon Administrasyon / Prezans. Elèv yo pap ranvwaye 30 minit anvan yo ranvwaye tan san avètisman alekri anvan yo. Pa gen okenn eksepsyon!

- Règleman Atik san otorizasyon: Tanpri sonje ke elèv yo pa gen dwa pote okenn jwèt, aparèy elektwonik, bèt domestik, oswa bèt nan lekòl. Telefòn selilè pa ka vire sou andedan bilding lekòl la nenpòt lè. Telefòn selilè yo pa ka vizib nan nenpòt ki lè pandan jounen lekòl la, yo pa dwe parèt pandan lekòl, epi yo dwe rete nan sache Elèv yo. Lekòl la pral konfiske tout atik san otorizasyon yon elèv ka pote nan lekòl la. Konfiske atik yo pral sèlman **yo te retounen nan paran** yo nan ki lè yon konferans paran / elèv yo ka mande. Lekòl la ka kenbe nenpòt atik san otorizasyon jouk nan fen ane eskolè a. Vyolasyon ki kontinye nan règleman sa a ka lakòz sanksyon adisyonèl, epi li ka sijè elèv la sou aksyon disiplinè ak / oswa rekòmandasyon nan komite revizyon administrasyon / disiplin lekòl la. Pandan ke lekòl la ap pran tout mezi pou pwoteje atik sa yo, lekòl la pa dwe responsab pou pèt oswa domaj nan nenpòt ki atik san otorizasyon ki te konfiske. Nenpòt atik ki pa reklame nan dènye jou lekòl la dwe dispoze san yo pa plis responsablite nan lekòl la
  - Règleman inifòm: Inifòm lekòl ofisyèl dwe chire chak jou. Elèv ki rive nan lekòl la san yo pa inifòm apwopriye yo ka refere yo bay administrasyon an epi yo pa ka retounen nan klas jouk nan inifòm apwopriye. Elèv ki gen vyolasyon repete règleman sa a pral refere nan Komite Revizyon administrasyon / disiplin lan
  - Orè Volontè: patisipasyon paran / gadyen se yon eleman enpòtan nan siksè edikasyon pitit ou a. Somerset Academy prides tèt li sou siksè elèv nou yo ak Se poutèt sa mande pou paran / gadyen yo vin aktif ki gen enterè nan avni pitit yo. Tout paran / gadyen Somerset Academy yo mande pou yo konplete trant (30) èdtan volontè, oswa ekivalan a, pou chak ane akademik. Tout èdtan volontè paran / gadyen dwe ranpli anvan dènye jou lekòl la
  - Rekiperasyon akademik: Si lekòl la idantifye elèv ou an kòm yon lòt enstriksyon ak / oswa ratrapaj adisyonèl ki enkli men li pa limite a: leson obligatwa, lekòl ete, elatriye, yo pral obligatwa pou prezans ak siksè fini. Sesyon altènatif ak / oswa fè-up ka pwograme nan diskresyon administrasyon an.
  - Frè eksepsyonèl: Si w pa peye tout frè eksepsyonèl yo ka lakòz pèt la ak / oswa sispansyon privilèj aktivite ekstraòdinè yo. Frè yo ka gen ladan, men yo pa dwe limite a: liv pèdi, frè bibliyotèk an reta, kont manje midi, anvan/ apre frè, ak tout frè ak tout frè ki kapab akimile nan kou nòmal ane lekòl la.
  - Règleman sou Entènèt ak Règleman sou medya: Pa gen okenn anrejistreman, swa fotografi oswa odyo / vizyèl nan lanati ka fèt sou pwopriyete lekòl la san otorizasyon eksprime administrasyon an. Pa gen dokiman oswa medya ki egziste kounye a oswa nan fiti ak ki enpak lekòl la ak / oswa deranje anviwònman aprantisaj la, ki gen rapò ak lekòl la, anplwaye li yo oswa elèv yo, ki gen ladan men pa limite a foto, lèt, livbook, ak lòt materyèl yo ka pibliye nan nenpòt fowòm piblik oswa medya san otorizasyon eksprime nan administrasyon an. Anplis de sa, itilize san otorizasyon non Somerset Academy ak / oswa nenpòt nan logo li yo se entèdi eksprime. Pou rezon nan seksyon sa a, tèm "fowòm piblik la oswa medya enkli, men pa dwe limite a sit entènèt ki aksesib piblik ak fowòm entènèt, jounal, enprime ak lòt sous medya yo.
  - Distri Lekòl County Broward: Tanpri sonje: tout elèv ki enskri nan Somerset Academy yo sijè a règleman aplikab ki afiche nan Somerset Academy Parent and Student Handbook anplis règleman aplikab ki dekri nan Kòd Kondwit Elèv.

Nou konprann règleman ki tabli nan Kontra Someryen Akademi Paran / Gadyen legal la epi yo pral obeyi yo. Si w pa respekte règleman yo jan sa endike nan Kontra Paran / Gadyen an, sa pral lakòz yon vyolasyon kontra a.

Non Elèv la: _____
Klass: _____ Dat: _____
Non Paran: _____

X _____
Parent Signature

ACADEMIA DE SOMERSET CHAVE
ESCOLA CHARTER
PACOTE DE APLICAÇÃO DE 2017-2018 REGISTO

REGISTRO - PERGUNTAS CHAMADA: 954.481.0602 OU E-MAIL: REGISTRATION@SOMERSETKEY.COM

Pedido é para meu filho entrar grau em agosto de 2017. Nota: Esta aplicação é elegível para o grau aplicado para apenas – alterações ao nível da classe aplicado para podem afetar a elegibilidade de inscrição.

Escola de corrente ano 2016-2017 Grade Level___ próximo ano lectivo 2017-2018 Grade nível: _
Irmãos registrado em Somerset escola Charter de chave (média ou alta): Sim / não

Nome do aluno:_____
Inicial do meio primeiro último

Documentação necessária deve ser apresentada para todos os cadastrados no momento da inscrição:

- ❑ Registo pacote folha de rosto
- ❑ Pedido de registo de ensino médio de carta chave Academia de Somerset
- ❑ Academia de Somerset chave pais/encarregados de educação de ensino médio contrato
- ❑ Formulário de inscrição de estudante as escolas públicas do Condado de Broward
- ❑ Código de escolas públicas do Condado de Broward de conduta do estudante
- ❑ Lançamento de mídia das escolas públicas do Condado de Broward & participação do aluno em forma de liberação de inquéritos autorizados

- ❑ Duas provas de Broward County residência (veja abaixo)
- ❑ Cartão de seguro de saúde atual
- ❑ Cartão de relatório final de 2016-2017 devidos no momento da inscrição
- ❑ Formulário de seleção de assunto concluído
- ❑ Alunos ingressantes notas 6-8: transcrição refletindo escola créditos obtidos no ensino médio devido ao tempo de inscrição

- ❑ **Certidão de nascimento necessário** *para todos os estudantes não cursando uma escola pública de Condado de Broward*

Documentação adicional necessária no momento da inscrição para alunos ingressantes 7˚ ano e todos os estudantes não cursando um Broward County Public School:

- ❑ Formas de imunização original (obrigatório para todos os alunos ingressantes 7˚ ano e todos os estudantes não cursando uma escola pública de Condado de Broward) provas de imunização Florida certificado de imunização (formulário DH 680). Dispensa médica permanente (se a imunização é contra-indicado para um ou todos). Isenção religiosa (formulário 681), uma isenção temporária (formulário DH 680 parte B) ou uma dispensa médica (formulário DH680, parte C).
- ❑ Provas do exame físico (obrigatório para todos os alunos ingressantes 7˚ ano e todos os estudantes não cursando uma escola pública de Condado de Broward): evidências de um exame médico realizado no prazo de doze meses antes da inscrição. Os pais devem fornecer uma notificação por escrito de qualquer problema de saúde/médicos que requer a conscientização de funcionários e/ou supervisão para seus filhos.

ADICIONAL NECESSÁRIA DOCUMENTAÇÃO PARA TODOS OS NOVOS INSCRITOS:

Lista de verificação para a inscrição dos alunos *(Conselho escolar política 5.1 alterado 15/01/13)*

NOTA

As escolas têm o direito de verificar qualquer informação fornecida pelo aluno e/ou os pais do aluno. Os alunos cujos pais são encontrados, após investigação apropriada, que apresentaram informações fraudulentas na tentativa de registrar e inscrever-se no, ou permanecem em uma escola para que o aluno não está atribuído seja imediatamente revogados pela escola e devem ser registrados e matriculados na escola apropriada encaminhada pelo pai.

COMPROVANTE de residência (domicílio)

Uma corrente única prova das seguintes fontes, em nome do pai/tutor registrando a criança:
Para registro e inscrição subsequente, o pai, deve completar o formulário de inscrição de estudante Broward County escolas públicas dos e apresentar uma peça de evidência de fontes listadas na coluna A e uma parte adicional de evidências da coluna B (ambas as fontes de informações devem corresponder).

COLUNA A	COLUNA B
r. atual telefone ou conta de energia elétrica em nome da pessoa que registrar a criança	g. seguro automovel
b. declaração de hipoteca de	h. de condução atual Florida / cartão de identificação de Florida
c. reconhecimento de firma contrato com nome, endereço e número de telefone do locador	i. conta de telefone celular de
d. financiamentos habitacionais	j. cartão de crédito
e. contrato de compra casa incluindo especificado Data de fechamento, com cópia da escritura para ser fornecida no prazo de 60 dias da data de encerramento	k. extracto de conta bancária de ou Postal Estados Unidos confirmação de solicitação de alteração de endereço
f. cartão de isenção Homestead	l. declaração da forma de domicílio do departamento de registros do Condado de

FAMÍLIAS EM TRANSIÇÃO

Pais que responder "Sim" para o questionário de residência estudantil (SRQ) no formulário de inscrição de estudante devem completar um registo do programa de educação sem-teto (HEP). Este formulário deve ser enviado por fax para a ligação de educação sem-teto por funcionários da escola. Se a família qualifica-se para serviços, o aluno deve estar matriculado no âmbito da lei de McKinney-Vento e será elegível para serviços imediatos, tais como refeições grátis. Elegibilidade para os serviços será efectiva a partir de 1 de julho através de 30 de junho de qualquer ano escolar. Estudantes registados ao abrigo da lei de McKinney-Vento devem inscrever novamente cada ano escolar.

DOMICÍLIO PROVISÓRIO

O Broward County escolas públicas dos forma de domicílio provisório será usada quando as famílias que não se qualificam para serviços sob o ato de sem-teto McKinney-Vento são incapazes de fornecer verificação de endereço.

1. as famílias que estão passando por uma transição sem relação com dificuldades econômicas podem registrar sob domicílio provisório. Documentação pode incluir um aviso de transferência de um empregador ou uma carta de deslocalização. Uma forma de domicílio provisório deve ser assinada pelo pai e notarial. Domicílio provisório irá fornecer um período de carência de 30 dias durante os quais uma família pode utilizar um endereço provisório enquanto residência permanente é estabelecida. Durante este período provisório, o aluno deve frequentar a escola zoneada para seu endereço temporário, não para o endereço de onde a família tem a intenção de viver. Os pais devem renovar o estatuto de provisória em 30 dias.
2. as famílias que são incapazes de fornecer provas de endereço devido a circunstâncias atenuantes, incluindo, mas não se limitando a estatuto de imigrante em situação irregular, devem preencher um formulário de domicílio provisório numa base anual. Sob nenhuma circunstância pessoal solicitará um passaporte, um visto ou qualquer outra documentação para verificar o status de imigração de qualquer estudante.

DOCUMENTOS EXIGIDOS PARA INSCRIÇÃO:

1. oficial certidão de nascimento, se disponível. Se tal certificado não está disponível, as seguintes formas de evidência são aceitáveis:
r. A devidamente certificada a transcrição de um documento religioso, mostrando a data de nascimento, acompanhada de uma declaração que jurou pelo pai.
b. uma apólice de seguro sobre a vida da criança, que tem estado em vigor durante pelo menos dois anos.
c. um passaporte ou certificado de chegada nos EUA mostrando a idade da criança.
m. um depoimento jurado pelo pai, acompanhado de um certificado do oficial de saúde, que acredita a criança de idade escolar exigida.

PROVAS DE EXAME MÉDICO

Alunos, graus PreK-12, entrando em escolas da Flórida pela primeira vez devem apresentar evidência de um exame médico realizado dentro dos doze meses antes da sua inscrição inicial (F.S. 1003.22). Para fins desta regra (6) somente, inscrição deve ser definida como no dia em que o aluno é trazido à escola para preencher formulários necessários (ou seja, registro) com a finalidade de se tornar um estudante Broward County Public School. Não é necessariamente o primeiro dia de aula.

PROVAS DE IMUNIZAÇÃO

Lei da Flórida exige que, antes da presença de uma criança em uma escola pública na área através do 12º ano, pais devem fornecer um formulário de certificado de imunização de Florida (DH 680). O departamento de saúde da Flórida determinará as imunizações necessárias. Necessário imunizações alinham-se anualmente em uma publicação de estado intitulada "diretrizes de imunização: Florida escolas, instalações de cuidados de criança e família dia lares."

A forma original de 680 DH é um registro permanente da escola e deve ser arquivada no registro de saúde cumulativa do aluno. Os alunos podem frequentar a escola sem um certificado de imunização da Flórida se eles têm uma isenção religiosa (formulário DH 681), uma isenção temporária (formulário DH 680 parte B) ou uma dispensa médica (formulário DH680, parte C). Entidades irão emitir uma isenção temporária de 30 dias para todos os alunos, exceto aqueles que transferir de uma escola pública de Condado de Broward para outro Broward County escola pública.

PROVAS DE GUARDA/TUTELA

Se o aluno está residindo com alguém que não seja o pai ou tutor legal, são aplicáveis as seguintes disposições:

1. se o pai vive dentro da área de tri-county (Dade, Broward ou Broward), o pai deve fornecer documentação de custódia por uma agência estado apropriado como o departamento de crianças e famílias ou o tribunal. Aplicações para guarda temporária dos filhos menores pela família estendida podem ser obtidas no escritório da unidade familiar em tribunal do Condado de Broward.
2. se um pai vive dentro da área e o estudante vive numa residência licenciada pela
Departamento de crianças e famílias, o aluno pode ser registrado e matriculado na escola que serve aquela residência licenciada.
3. se o pai vive fora da área de tri-county (Dade, Broward ou Broward), a escola irá aceitar uma declaração autenticada do pai, identificando a pessoa que assume a responsabilidade pela supervisão da criança.

Established 1915
BROWARD County Public Schools

Formulário de Matrícula Estudantil

Somente o pai/responsável (F.S. §1000.21(5)) que matricular o aluno (i.e., preencher este formulário) pode retirar o aluno de sua escola atual, a menos que haja documentação de circunstâncias atenuantes indicando o contrário. Se houver mudanças nas informações abaixo, o pai/responsável tem a responsabilidade de notificar a escola por escrito no prazo de 10 dias de aula. As informações pessoais fornecidas neste formulário serão mantidas confidenciais (em uma área protegida) e somente usadas e divulgadas pela equipe da escola e do distrito se absolutamente necessário.

Sobrenome do Aluno (Legal)	Sufixo	Nome (Legal)	Nome do Meio	Nome Social	
Endereço Residencial Principal do Aluno	**Apto**	**Cidade**	**Estado**	**CEP**	**Gênero**
					☐ Masculino ☐ Feminino
Telefone Residencial	**Telefone Celular do Aluno**		**Endereço de E-mail do Aluno**		

SSN *Não é necessário para matrícula ou graduação. O F.S. §1008.386 requer que o SBBC solicite o SSN para seu sistema de gerenciamento de informações.	Data em que o Aluno Entrou na Escola pela Primeira Vez nos EUA	Data de Nascimento	Local de Nascimento (Cidade/Estado/País)

O Aluno Mora Com		Etnia	Raça (Assinalar todas as opções aplicáveis)	
☐ Um dos Pais	☐ Tutor Legal	☐ Não Hispânico ou Não Latino	☐ Branco	☐ Nativo Americano/Nativo do Alasca
☐ Ambos os Pais (mesmo endereço)	☐ Estudante Independente	☐ Hispânico ou Latino	☐ Negro/Afro-Americano	☐ Nativo Havaiano/Ilhéu do Pacífico
☐ Ambos os Pais (endereços diferentes)	☐ Outro: _____		☐ Asiático	

Sobrenome do Pai/Mãe Registrante (Legal)	Sufixo	Nome (Legal)	Carteira de Motorista	Relação com o Estudante
Telefone do Trabalho do Pai/Mãe Registrante	**Telefone Celular do Pai/Mãe Registrante**		**Endereço de E-mail do Pai/Mãe Registrante**	

Sobrenome do Pai/Mãe Não Registrante (Legal)	Sufixo	Nome (Legal)	Carteira de Motorista	Relação com o Estudante
Telefone do Trabalho do Pai/Mãe Não Registrante	**Telefone Celular do Pai/Mãe Não Registrante**		**Endereço de E-mail do Pai/Mãe Não Registrante**	

Endereço Residencial do Pai/Mãe Não Registrante	Nº Apto	Cidade	Estado	CEP

Pesquisa de Idioma Materno (Se a resposta for "Sim" a alguma dessas perguntas, o aluno deve fazer o teste de proficiência em inglês.)		
☐ Sim ☐ Não	Fala-se outro idioma em casa que não seja o inglês?	Caso "sim", qual idioma? _____
☐ Sim ☐ Não	O aluno tem um idioma materno que não seja o inglês?	Caso "sim", qual idioma? _____
☐ Sim ☐ Não	O aluno fala outro idioma com mais frequência que não seja o inglês?	Caso "sim", qual idioma? _____

A residência principal do aluno é: (Favor assinalar uma opção)	
☐ ***de propriedade*** do pai/responsável.	☐ ***compartilhada*** com alguém por escolha (<u>não</u> devido a dificuldades financeiras), com uma Declaração Juramentada de Habitação Compartilhada válida.
☐ ***alugada***, com contrato válido de aluguel. Data de Vencimento: _____	☐ ***compartilhada*** com alguém por motivo de perda de moradia, dificuldade financeira ou motivo semelhante. (Qualificável para McKinney-Vento)

A residência principal do aluno é:		O aluno mora <u>ou</u> um dos pais trabalha em:	
☐ Sim ☐ Não	Espaço público, qualquer tipo de veículo, estação de ônibus ou trem, prédio abandonado, habitação precária ou ambiente semelhante?	☐ Sim ☐ Não	Habitação de aluguel baixo (tal como habitação subsidiada de Seção 8)?
☐ Sim ☐ Não	Abrigo provisório/de emergência?	☐ Sim ☐ Não	Terras indígenas?
☐ Sim ☐ Não	Hotel/motel, área de trailers ou área de acampamento devido à falta de alternativas de alojamento adequado?	☐ Sim ☐ Não	Propriedade federal, instalação militar de propriedade federal ou propriedade da NASA?

É um dos pais:	
☐ Sim ☐ Não	Um membro ativo dos serviços uniformizados, incluindo a Guarda Nacional e Reserva? Caso sim, qual divisão?_____
☐ Sim ☐ Não	Um veterano, dispensado por razões médicas, ou morreu durante o serviço ativo nos serviços uniformizados? Caso sim, qual divisão? _____
☐ Sim ☐ Não	Empregado em agricultura ou indústria de pesca em algum momento nos últimos três anos?

O aluno já foi ou esteve alguma vez:			
☐ Sim ☐ Não	Em um plano 504?	☐ Sim ☐ Não	Reprovado (repetiu a mesma série)?
☐ Sim ☐ Não	Em um programa de ESOL?	☐ Sim ☐ Não	Em um programa de educação domiciliar?
☐ Sim ☐ Não	Em Educação de Estudantes Excepcionais (ESE)?	☐ Sim ☐ Não	Condenado por um crime doloso?
☐ Sim ☐ Não	Em um programa Magnet?	☐ Sim ☐ Não	Expulso da escola?

Nome da Escola Anterior	Cidade/Estado/País	Período de Frequência	Série	Tipo
				☐ Pública ☐ Privada ☐ Educação Domiciliar

Ao que me consta, as informações acima estão corretas e completas. Em caso de mudança de nome, endereço ou telefone, notificarei a escola por escrito no prazo de dez (10) dias. Compreendo que o aluno cujo pai for identificado, após investigação adequada, por ter apresentado informações fraudulentas com o intuito de matricular o aluno em uma escola na qual ele não havia sido alocado, será imediatamente retirado da escola e o pai deverá matriculá-lo em sua escola designada, ou seguir os procedimentos de realocação. Li e compreendi que devo apresentar documentação adequada de comprovante de residência, de acordo com a Política 5.1 do Conselho Escolar. O Estatuto da Flórida §837.06 estabelece que quem conscientemente prestar uma declaração falsa por escrito, com a intenção de lograr um servidor público no desempenho de suas funções oficiais, será culpado de um delito de segundo grau. O Estatuto da Flórida §92.525 estabelece que quem conscientemente prestar uma declaração falsa sob penas de perjúrio é culpado do crime de perjúrio pela declaração falsa por escrito, um crime doloso de terceiro grau.

Nome do Pai/Mãe Registrante em Letra de Forma	Assinatura do Pai/Mãe Registrante	Data

Office Use Only				
☐ Immunization Form 680	☐ Health Exam	Medical Exemption: ☐ Religious ☐ Medical ☐ Temporary (date): _____		☐ Back to School Forms Provided
☐ Proofs of Residency	☐ Shared Housing Form	☐ HEART Form(s)	☐ 504 ☐ ESOL ☐ ESE (Disability): _____	School Records: ☐ Requested ☐ Received
☐ Acting Parent Form	☐ Temporary Custody	☐ Reassignment (Code): _____	☐ Proof of Birth Date (Specify document): _____	

Pedido de 2017-2018 registo

Pedido é para meu filho entrar grau em agosto de 2017. Nota: Esta aplicação é elegível para o grau aplicado para apenas – alterações ao nível da classe aplicado para podem afetar a elegibilidade de inscrição.

Nome do aluno:_____
Inicial do meio primeiro último
Idade: data de nascimento: Gênero: _ corrida: _

Nota atual: escola de corrente:_____ Concelho:_____

Escola atual endereço: cidade: Estado: CEP:_____

Número de telefone atual escola: escola de corrente número de Fax:_____

é qualquer pai/guardião deste estudante ativo nas forças armadas? ☐ Sim ☐ Não se Sim, forneça:
Nome dos pais/encarregados de educação: ramo militar _: _

Conta de E-mail principal para correspondência oficial
escola: _____

O nome da mãe:_____
Inicial do meio primeiro último
Endereço:_____

Cidade: Estado: CEP: E-mail:_____

Número de telefone: empregador do mãe: _____

Número de telefone de trabalho: telefone celular:_____

Nome do pai:_____
Inicial do meio primeiro último
Endereço:_____

Cidade: Estado: CEP: E-mail: «Email»

Número de telefone: empregador do mãe: _____

Número de telefone de trabalho: telefone celular:_____

Estudante vive com *(marque um)*: □ Mãe □ Pai □ Ambos os pais □ Outros:
Status de custódia do estudante *(marque um)*: □ Mãe □ Pai □ Guarda compartilhada □ Outros:
Há uma ordem judicial barrando qualquer dos pais de remoção ou entrar em contato com o estudante durante o dia de escola?
□ Sim □ Não se Sim, você deve fornecer a escola com uma cópia da ordem judicial.

Pessoas autorizadas a criança pick-up quando os pais não estão disponíveis:

Nome: número de telefone:_____

Nome: número de telefone:_____

Nome: número de telefone:_____
Pessoas a contactar em caso de emergência quando os pais não são alcançáveis:

Nome: relação: n º de telefone:_____

Nome: relação: n º de telefone:_____

Meu filho atualmente tem plano de saúde: sim nenhum (marque um)
Se sim: □ Medicaid □ Cuidado de crianças/criança saudável □ Nome da transportadora particular: _
Eu entendo que Somerset Academia chave carta ensino médio requer que todos os alunos que participam antes ou depois da escola atividades (ou seja, L.E.A.P., clubes, etc.) ou viagens de campo são abrangidas pela cobertura de seguro de saúde listada acima.

Irmãos: Por favor, note que os seguintes irmãos desse aluno frequentar Somerset Academia chave carta médio ou ensino médio:
Nome do aluno: _ 2017-2018 Grade nível:_____
Nome do aluno: _ 2017-2018 Grade nível:_____
Nome do aluno: _ 2017-2018 Grade nível:_____
Isto não registra os alunos listados acima e é obtido apenas para fins informativos.

Somerset Academia chave carta Middle School é uma escola de carta pública, aberta a todos os alunos elegíveis que residem na praia de Broward County. Todas as matrículas de aluno devem ser sujeito a um sorteio aleatório e das disposições de equilíbrio racial/étnico, descrito em 1002.33 F.S. (7)(a)(8).

Concordo que ao assinar este documento, meu filho e eu irá aderir ao seguinte:

Reconhece que leu e compreendo o condições estabelecido no presente contrato. Concordo em cumprir as regras e regulamentos de Somerset, tal como consta do aluno e manual do pai. Eu li o manual do aluno, incluindo a política uniforme, o código de aluno de excelência e escolas públicas do Condado de Broward & pai código de conduta, e eu e meu filho concorda em cooperar com todas as condições nele contidas. Eu entendo que o pai & manual do aluno e Broward County escolas públicas código de conduta podem ser atualizado de tempos em tempos e, portanto, como um pai responsável e/ou estudante que vai me manter informado das mudanças. Eu entendo que condições adicionais que são encontradas no pai & manual do aluno e condições adicionais estabelecidos no estudante boletins devem ser obedecidas. Concordo a cooperar com todas as condições estabelecidas e procedimentos em Somerset. Comprometemo-na seguir as regras. Que leu, compreendeu e concorda com o contrato do pai."

Nome do aluno (imprimido) ano data_____

Assinatura de pais/encarregados de educação_____

Nome do estudante: assinatura do aluno_____
Se pai assina, pai reconhece que ele/ela irá aconselhá-estudante de responsabilidades de alunos descritos no contrato de estudante.

2017-2018 Contrato de pais/encarregados de educação

(Contrato de 2017 - 2018 pais/encarregados de educação para ser executado na primeira semana do novo ano letivo para concluir o processo de inscrição).

Conclusão de um pedido de registo não garante aceitação ou admissão. Candidaturas incompletas não serão consideradas.

Contrato de pais/encarregados de educação Inc. de Academia de Somerset

Eu, o abaixo assinado pais/encarregados de educação de _, por este meio concordo para cumprir por o seguintes condições e procedimentos de _____ _____.

- Ausências: em acordo com escola e BCPS Daily atendimento políticas, alunos deve ser fisicamente pre sentes em escola para um mínimo de 2 horas em ordem para ser contados como presentes para prese nça fins cada dia. Para cada dia um aluno é ausente, os pais/encarregados de educação deve apresentar apoio documentaçãoexplicando o razão para a ausência. Documentação en viado mais que 3 dias (72 horas) depois o do estudante retorno para escola vai não ser aceite, e a absence(s) vai ser considera-se não justificada. Alunos com excessiva ausências vai ser refere o para a administração/atendimento revisão Comissão. Referências vai ser emitidodepois atingindo a da escola máxima subsídio, e pode resultado em o do estudante relatório cartão de refletindo insuficiente atendimento para recebendo um classe. Por favor ser aconselhou: para alunos em as notas 9-12, cinco (5) ou mais justificadas faltas em um semestre curso ou dez (10) ou mais em um anual cur so, poderesultado em o retenção de de um do estudante grau.
- Chegada: chegada tempo é de 07:30 sou de 07:45 estou. Alunos deve ser em sua lugares no o início de sala de aula em o Bom dia. Qualquer aluno chegando depois o início de sala de aula vai receber um tardia passar. Alunos chegando ou partem fora de a da escola designado vezes pode ser matriculados em um antes de cuidadosprograma, onde disponível, incluindo todos aplicável taxas. Por favor ser aconselhou: Somerset Academia é não responsável para alunos que chegar mais que 30 (3 0) minutos prévia para a começar de escola, exceto para esses que são matriculados em e pagar taxa s para a antes de cuidados programa. Tráfego padrões parachegada e demissão (como descrito em o pai Manual) deve ser estritamente seguidas. Violação de qualquer política sobre saúde, segurança, e social questões, incluindo mas não limitada , não-adesão para aprovado tráfego padrões, vai ser documentado. Qualquer tal violações á ser considerado grave infrações e será não sertolerado.
- Atrasos: todos atrasos são não justificada. Se alunos chegar depois o início de escola, por favor fazer não enviar o aluno para classe. Alunos chegando depois o início de escola deve relatório diretamente para o Da escola designado /área de escritório. Alunos com excessiva atrasos vai ser refere o para a administração/atendimento revisão Comissão.
- Demissão: demissão tempo é 02:45 pm. alunos partem fora de a da escola designado vezes pode ser matriculados em um pós-tratamento programa, onde disponível, incluindo todos os aplicável taxas. Por favor ser ciente que todos acusações deve ser resolvido em total por o último dia de escola. Por favor ser aconselhou queSomerset Academia é não responsável para alunos restantes na campus de pois o da escola demissão vezes, exceto para esses que são matriculados em e pagar taxas de de o pós-tratamento programa. Tráfego padrões para chegada e demissão (como descrito em o pai manual) d

eve ser estritamente seguido. Violação de qualquerpolítica sobre saúde, segurança, e social questõe s, incluindo mas não limitada , não-
adesão para aprovado tráfego padrões, vai ser documentado. Qualquer tão violações deve ser consid erado grave infrações e vai Não ser tolerado.

- Início demissão: para um aluno para ser dispensado cedo, pais deve relatório para a designado /áre a de
escritório. Alunos que desejo para ser dispensado início (na um regular escola dia) são necessário p ara fornecer documentação. Documentação enviado mais que 72 horas depois um cedo demissão v ai não ser aceite, e a iníciodemissão vai ser considera-se não
justificada. Alunos com excessiva justificadas cedo demissões vai ser refere
o para a Administração/atendimento revisão Comissão. Alunos vai não ser dispensado 30 minutos prévia para demissão tempo sem anterior escritos notar. Lá são n exceções!
- Não autorizado itens política: por
favor nota que alunos são não permitido para traga qualquer brinquedos, eletrônico dispositivos, - animais de
estimação, ou animais para escola. Celular telefones pode não ser virou na dentro de o escola edifício em qualquer tempo. Celular telefones pode não ser visível no qualquer tempo durante
o oescola dia, pode não ser exibido durante escola, e deve ser esquerda em o alunos saco. o escola v ai confiscar qualquer não
autorizado itens um estudante pode traga para escola. Confiscados itens vai só ser retornado de pais no que tempo um pai/estudante conferência pode ser necessário. o escola pode manter qualquer tão n ão
autorizado itens até o final de o escola ano. Continuação violações de esta política pode resultado em mais sanções, e pode tema o estudante para disciplinares ação e/ou remessa para o da
escola administração/disciplina Comité de revisão. Enquanto a escola tomará todas as medidas para proteger tais itens, a escola não será responsável por perda ou dano de quaisquer itens não autorizados que tenham sido confiscadas. Todos os itens não reclamados até o último dia de aula devem ser eliminados sem mais responsabilidade para a escola.
- Política uniforme: uniforme escolar oficial deve ser usado todos os dias. Os alunos que chegam à escola sem uniforme adequado podem ser encaminhados para a administração e não podem retornar a classe até no uniforme adequado. Estudantes com repetidas violações desta política serão encaminhados para a disciplina de administração/Comité de revisão de.
- Horas de voluntariado: envolvimento dos pais/encarregados de educação é um componente crítico do sucesso educativo do seu filho. Academia de Somerset orgulha-se do sucesso dos nossos alunos e, portanto, requer que os pais/encarregados de educação se tornar ativas, as partes interessadas no futuro do seu filho. Todos os pais/tutores de Somerset Academia são convidados a completar 30 trinta horas voluntárias, ou o equivalente, por ano lectivo. Todas as horas voluntárias de pais/encarregados de educação devem ser concluídas antes do último dia de escola.
- Recuperação acadêmica: se a escola identifica seu aluno como exigindo instrução adicional e/ou remediação, incluindo mas não limitado a: tutoria obrigatório, escola de verão, etc., assiduidade e conclusão bem sucedida do mesmo será exigida. Alternativa e/ou maquiagem sessões podem ser agendadas a critério da administração.
- Taxas pendentes: pagar todas as taxas pendentes podem resultar em perda e/ou a suspensão de privilégios de atividade curricular extra -. As taxas podem incluir, mas não será limitadas a: perdeu, livros, taxas atrasadas da biblioteca, contas de almoço, antes/depois de taxas de cuidados e todas e quaisquer taxas que podem acumular-se no curso normal do ano letivo.
- Internet e política de uso de mídia: nenhuma gravação, fotográfica ou audiovisuais na natureza pode ser feita na propriedade da escola sem a expressa autorização da administração. Nenhum documento ou mídia existente agora ou no futuro e quais os impactos da escola e/ou interrompe o ambiente de aprendizagem, relacionadas com a escola, seus funcionários ou alunos, incluindo mas não limitado às fotografias, o letras, anuários e outros materiais podem ser publicados em

qualquer fórum público ou mídia sem a expressa autorização da administração. Além disso, é expressamente proibida a utilização não autorizada do nome de Academia de Somerset e/ou qualquer de seus logos. Para efeitos da presente secção, o termo "fórum público ou mídia inclui, mas não será limitada aos sites publicamente acessíveis e fóruns da web, jornais, impressão e outras fontes de mídia.

- Broward County School District: por favor note: todos os alunos matriculados em Somerset Academia estão sujeitos a políticas aplicáveis descritas no Somerset Academia pai e manual do aluno, além de políticas aplicáveis descritas no Broward County School Distrito de estudante código de conduta.

Entendemos que as condições estabelecidas neste contrato de pais/encarregados de educação de Academia de Somerset e irão obedecer a elas. Adesão às políticas estabelecidas no contrato de pais/encarregados de educação irá resultar em uma violação do contrato.

Nome do aluno: _
Classe: _ Data: _
Pai nome: _

X

Parent Signature

SOMERSET ACADEMY KEY CHARTER MIDDLE SCHOOL

2017-2018 REGISTRATION APPLICATION PACKET

INSCRIPCIÓN - PREGUNTAS LLAMAR: 954.481.0602 O POR CORREO ELECTRÓNICO: REGISTRATION@SOMERSETKEY.COM

Aplicación es para que mi hijo entrar en grado _____en agosto de 2017. Nota: Esta aplicación es elegible para el grado solicitado sólo – cambios en el grado solicitado pueden afectar la elegibilidad de inscripción.

Escuela actual año 2016-2017 grado Level___ próximo año escolar 2017-2018 grado nivel: ___
Hermanos registrados en Somerset clave Charter School (media o alta): Sí / NO

Nombre del estudiante: _____
Inicial medio pasado

Documentación requerida se debe presentar para todos los registrantes en el momento de la inscripción:

- ❑ Portada del paquete de registro
- ❑ Somerset Academy carta clave escuela media inscripción
- ❑ Somerset Academy Charter clave secundaria padres contrato
- ❑ Formulario registro de estudiantes de escuelas públicas del Condado de Broward
- ❑ Código de conducta de estudiantes escuelas públicas del Condado de Broward
- ❑ Comunicado de prensa de escuelas públicas del Condado de Broward y participación de los estudiantes en forma de liberación de estudios autorizado
- ❑ Dos pruebas de Broward Condado de residencia (ver abajo)
- ❑ Tarjeta de seguro médico actual
- ❑ Reporte final 2016-2017 al momento de la inscripción
- ❑ Formulario de selección de tema terminado
- ❑ Estudiantes en grados 6-8: transcripción refleja secundaria créditos obtenidos en la escuela secundaria al momento de la inscripción
- ❑ **Certificado de nacimiento requiere** *para todo estudiante no está asistiendo a un colegio público Condado de Broward*

Documentación adicional requerida en el momento de la inscripción para los estudiantes que ingresan a 7° grado y todos los estudiantes no está asistiendo a un colegio público Condado de Broward:

- ❑ Formas de inmunización original (obligatorio para todos los estudiantes en 7° grado y todos los estudiantes no está asistiendo a un colegio público Condado de Broward) evidencia de inmunización Florida certificado de vacunación (formulario DH 680). Exención médica permanente (si la vacunación está contraindicada en una o en todas). Exención religiosa (forma 681), una exención temporal (formulario DH 680 parte B) o una exención médica (forma DH680, parte C).
- ❑ Pruebas de examen físico (requerido para todos los estudiantes en 7° grado y todos los estudiantes no está asistiendo a un colegio público Condado de Broward): evidencia de un examen médico realizado dentro de doce meses antes de la inscripción. Los padres deben proporcionar una notificación por escrito de cualquier problema de médicos que requiere personal o supervisión de sus hijos.

ADICIONAL REQUERIDA DOCUMENTACIÓN PARA LOS SOLICITANTES DE REGISTRO NUEVO:

Lista de verificación para la inscripción de los estudiantes *(Tablero de la escuela política 5.1 modificado 15/01/13)*

NOTA

Las escuelas tienen el derecho de verificar cualquier información suministrada por el estudiante o los padres del estudiante. Los estudiantes cuyos padres se encuentran, después de la investigación correspondiente, que han presentado información fraudulenta en un intento de registrarse e inscribirse, o permanecerán en una escuela a la que no se ha asignado el estudiante deberán ser retirados inmediatamente por la escuela y deben ser registrados y matriculados en la escuela límite adecuada por los padres.

PRUEBA de residencia (domicilio)

Una pieza actual de la evidencia de las siguientes fuentes en el nombre del padre o guardián del niño:

Para la inscripción y posterior matrícula, el padre, debe completar el formulario de inscripción de estudiantes de Broward County Public Schools de y presentar una pieza de evidencia de fuentes enumeradas en la columna A y una pieza adicional de la evidencia de la columna B (ambas fuentes de información debe coincidir).

COLUMNA A	COLUMNA B
a. teléfono actual o factura de electricidad nombre de la persona que registro el niño	g. seguro de automóvil de
b. hipoteca	h. de licencia de conducir corriente de la Florida / tarjeta de identificación de Florida
c. contrato de arrendamiento notariado con nombre, dirección y número de teléfono del arrendador	i. factura de teléfono celular de
d. hipoteca compromiso	j. tarjeta de crédito
e. compra contrato incluyendo especificado fecha de cierre, con copia de escritura que se proporcionará dentro de los 60 días de fecha de cierre	k. Postal de Estados Unidos confirmación de solicitud de cambio de dirección o cuenta bancaria de
f. tarjeta de exención Homestead	l. Declaración del formulario domicilio del Departamento de registros del Condado de

FAMILIAS EN TRANSICIÓN

Los padres que responderán "sí" a la estudiante residencia cuestionario (SRQ) en el formulario de inscripción de estudiante deben completar un registro de programa de educación sin hogar (HEP). Esta se envíe por fax al enlace de educación sin hogar por personal de la escuela. Si la familia califica para los servicios, el estudiante deberá estar matriculado bajo el Acta McKinney-Vento y será elegible para servicios inmediatos, tales como comidas gratis. Elegibilidad para los servicios será efectiva desde el 1 de julio hasta el 30 de junio de cualquier año de la escuela. Los estudiantes inscritos bajo la Ley McKinney-Vento deberán reinscribirse cada año escolar.

DOMICILIO PROVISIONAL

Broward County Public Schools de domicilio Provisional se utilizarán cuando las familias que no califican para los servicios bajo el Acta de McKinney-Vento Homeless son incapaces de proporcionar verificación de la dirección.

1. las familias que están experimentando una transición no relacionado con dificultades económicas pueden registrar bajo domicilio provisional. Documentación puede incluir un aviso de transferencia de un empleador o una carta de traslado. Forma de domicilio provisional será firmada por los padres y certificada por un notario. Domicilio provisional proporcionará un período de gracia de 30 días durante los cuales una familia puede utilizar una dirección provisional mientras se establece su residencia permanente. Durante este período provisional, el alumno deberá asistir a la escuela divididos en zonas a su dirección temporal, no a la dirección donde la familia tiene la intención de vivir. Los padres deben renovar el estado provisional cada 30 días.
2. las familias que son incapaces de proporcionar evidencia de la dirección debido a circunstancias atenuantes, incluidas, sin limitarse al estado de la inmigración indocumentada, deberán completar un formulario de domicilio provisional sobre una base anual. Bajo ninguna circunstancia el personal solicitará un pasaporte, una visa o cualquier otra documentación para verificar el estatus migratorio de cualquier estudiante.

EVIDENCIA NECESARIA PARA LA INSCRIPCIÓN:

1. certificado de nacimiento, si está disponible. Si dicho certificado no está disponible, los siguientes tipos de pruebas son aceptables:

a. A debidamente certifica la transcripción de un documento religioso que muestre fecha de nacimiento acompañada de una declaración jurada por el padre.

b. una póliza de seguro sobre la vida del niño, que ha estado en vigor durante al menos dos años.

c. un pasaporte o certificado de llegada en los Estados Unidos que muestra la edad del niño.

d. una declaración jurada por el padre, acompañado por un certificado del oficial de salud del Condado, que él o ella cree que el niño de edad escolar requerida.

PRUEBA DE EXAMEN MÉDICO

Los estudiantes, grados PreK-12, entrando en las escuelas de Florida por primera vez deben presentar evidencia de un examen médico realizado dentro de los doce meses antes de su inscripción inicial (F.S. 1003.22). Para efectos de esta regla (6) solamente, la inscripción se define como el día que el estudiante es traído a la escuela para llenar los formularios necesarios (es decir, registro) con el fin de convertirse en un estudiante de escuelas públicas del Condado Broward. No es necesariamente el primer día de clase.

EVIDENCIA DE INMUNIZACIÓN

La ley de Florida requiere que, antes de la asistencia de un niño en una escuela pública en pre-kinder hasta el grado 12, los padres deberán presentar una forma Florida certificado de inmunización (DH 680). El Departamento de salud de la Florida determinará las inmunizaciones

necesarias. Requiere vacunas se exponen anualmente en una publicación de estado titulada "pautas de vacunación: Florida escuelas, centros de cuidado infantil y hogares de cuidado de día de familia."
El formulario DH 680 original es un registro permanente y debe ser presentado en el expediente de salud acumulada. Los estudiantes pueden asistir a la escuela sin un certificado de inmunización de Florida si tienen una exención religiosa (formulario DH 681), una exención temporal (formulario DH 680 parte B) o una exención médica (forma DH680, parte C). Los directores emitirá una exención temporal de 30 días para todos los estudiantes excepto los que sean transferidos de una escuela pública del Condado de Broward a otro Broward escuelas públicas del condado.

EVIDENCIA DE LA CUSTODIA/TUTELA

Si el alumno está viviendo con alguien que no sea el padre o tutor legal, se aplicarán las siguientes disposiciones:
1. Si el padre vive en el área del tri-condado (Dade, Broward o Broward), el padre debe proporcionar documentación de custodia por una agencia apropiada del estado como el Departamento de niños y familias o el Tribunal. Solicitudes de custodia temporal de hijos menores de edad por familia extendida pueden obtenerse en la oficina de la unidad familiar en el Tribunal de Broward County.
2. Si un padre vive en el área del tri-condado y el estudiante vive en una residencia autorizada por el
Departamento de niños y familias, el estudiante puede ser registrado y matriculado en la escuela que sirve esa residencia con licencia.
3. Si el padre vive fuera del área del tri-condado (Dade, Broward o Broward), el Colegio aceptará una declaración notariada de los padres identificar a la persona asumir la responsabilidad de la supervisión de su hijo.

Established 1915
BROWARD County Public Schools

Formulario de inscripción del estudiante

Solo el padre/tutor (F.S. §1000.21 (5)) que inscribe a el/la estudiante (p. ej., quien llena este formulario) puede retirarlo(a) de su escuela actual, a menos que existan documentos que indiquen causas de fuerza mayor. Si hay algún cambio en la información de abajo, es responsabilidad del padre/tutor notificar a la escuela por escrito en un plazo de 10 días escolares. La información personal que presente en este formulario será tratada de forma confidencial (en una zona protegida), y la escuela y funcionarios del Distrito la usarán y divulgarán en la medida que sea necesaria.

Apellido del estudiante (legal)	Sufijo	Nombre (legal)	Segundo nombre	Nombre social	
Dirección residencial y principal del estudiante	**Apto. #**	**Ciudad**	**Estado**	**Código Postal**	**Género**
					☐ Masculino ☐ Femenino
N.º de teléfono de la casa	**N.º de celular del estudiante**		**Correo electrónico del estudiante**		
N.º de Seguro Social * No es obligatorio para la inscripción o graduación. El Estatuto de la Florida §1008.386 requiere que SBBC solicite el N. º de Seguro Social para su sistema de gestión de información.	**Fecha que el estudiante ingresó por primera vez a una escuela en los EE.UU**	**Fecha de nacimiento**	**Lugar de nacimiento (Ciudad/Estado/País)**		

El estudiante vive con/*es		Origen étnico	Raza (Marque todas las que apliquen)	
☐ Un padre	☐ Tutor legal	☐ No hispano o No latino	☐ Blanca	☐ Amerindia/Nativo de Alaska
☐ Ambos padres (el mismo domicilio)	☐ *Estudiante independiente	☐ Hispano o latino	☐ Negra/Afroamericana	☐ Nativo de Hawái/otra Isla del Pacífico
☐ Ambos padres (diferente domicilio)	☐ Otro: _____		☐ Asiática	

Apellido del padre que inscribe (legal)	Sufijo	Nombre (legal)	N.º de licencia de conducir	Relación con el estudiante
N.º de teléfono de trabajo del padre que inscribe	**N.º de celular del padre que inscribe**		**Correo electrónico del padre que inscribe**	
Apellido del padre que no inscribe (legal)	**Sufijo**	**Nombre (legal)**	**N.º de licencia de conducir**	**Relación con el estudiante**
N.º de teléfono de trabajo del padre que no inscribe	**N.º de celular del padre que no inscribe**		**Correo electrónico del padre que no inscribe**	

Dirección residencial del padre que no inscribe	Apto. #	Ciudad	Estado	Código Postal

Encuesta del idioma que se habla en casa (Si responde "Sí" a cualquiera de estas preguntas, el estudiante debe ser evaluado en el dominio del idioma inglés)		
☐ Sí ☐ No	¿Se habla un idioma diferente al inglés en casa?	Si respondió "sí", ¿qué idioma? _____
☐ Sí ☐ No	¿El estudiante tiene un primer idioma diferente al inglés?	Si respondió "sí", ¿qué idioma? _____
☐ Sí ☐ No	¿El estudiante generalmente habla un idioma diferente al inglés?	Si respondió "sí", ¿qué idioma? _____

Somerset Academy Key Charter Middle School #5413

La residencia principal del estudiante es (Solo marque una)	
☐ ***propia*** del padre/tutor	☐ ***compartida*** por mutuo acuerdo (no por problemas económicos), con una Declaración Jurada de Vivienda Compartida válida
☐ ***rentada*** con un contrato de alquiler válido. Fecha de vencimiento: _____.	☐ ***compartida*** debido a: pérdida de vivienda, dificultades económicas, o por razones similares. (califica para McKinney-Vento)

¿La residencia principal del estudiante es...		¿El estudiante vive en o alguno de los padres trabaja en...	
☐ Sí ☐ No	un lugar público, un vehículo de cualquier tipo, un autobús o una estación de tren, un edificio abandonado, una vivienda precaria o lugar similar?	☐ Sí ☐ No	una vivienda de renta baja (como una vivienda subsidiada del Plan 8)?
☐ Sí ☐ No	un albergue temporal/de emergencia?	☐ Sí ☐ No	tierras de los indios americanos?
☐ Sí ☐ No	un hotel/motel/parque de casas móviles, o en un campamento debido a la carencia de un alojamiento alternativo y adecuado?	☐ Sí ☐ No	una propiedad federal, una instalación militar adquirida por el gobierno federal, o una propiedad de la NASA?

¿Uno de los padres...	
☐ Sí ☐ No	es miembro del servicio activo de los servicios uniformados, incluso la Guardia y la Reserva Nacional? Si respondió sí, ¿qué división? _____
☐ Sí ☐ No	es veterano, y ha sido dado de baja por estado de salud, o ha muerto durante su servicio activo de los servicios uniformados? Si respondió sí, ¿qué división? _____
☐ Sí ☐ No	ha estado empleado en la industria agrícola o pesquera en cualquier momento durante los últimos tres años?

¿El estudiante anteriormente...			
☐ Sí ☐ No	ha estado en el plan 504?	☐ Sí ☐ No	ha sido retenido (repitió el mismo grado)?
☐ Sí ☐ No	ha estado en el programa ESOL?	☐ Sí ☐ No	ha estado en un programa de educación en el hogar?
☐ Sí ☐ No	ha estado en el programa de Educación para Estudiantes Excepcionales (ESE)?	☐ Sí ☐ No	ha sido condenado por un delito grave?
☐ Sí ☐ No	ha estado en un programa magnet?	☐ Sí ☐ No	ha sido expulsado de una escuela?

Nombre de la última escuela	Ciudad/Estado/País	Años de asistencia	Grado	Tipo
				☐ Pública ☐ Privada ☐ Educación en el hogar

La información de arriba es correcta y completa a mi mejor saber y entender. En caso de cambio de nombre, dirección o teléfono, lo notificaré por escrito a la oficina de la escuela en un plazo de diez (10) días. Yo entiendo que los estudiantes a cuyos padres se les descubra, tras la investigación pertinente, haber presentado información falsa para poder inscribir a sus hijos en escuelas que no les corresponden, serán retirados de dichas escuelas inmediatamente y sus padres deberán inscribirlos en las escuelas correspondientes a su zona escolar o seguir el proceso de transferencia.
Yo he leído y entendido que debo presentar la documentación de verificación de domicilio correspondiente, según la Norma de la Junta Escolar 5.1. La sección 837.06 de los Estatutos de la Florida establece que cualquiera que brinde una declaración falsa por escrito con la intención de engañar a un funcionario público en el ejercicio de sus funciones oficiales será considerado culpable de un delito menor de segundo grado. La sección 92.525 de los Estatutos de la Florida establece que cualquiera que brinde una declaración falsa bajo pena de perjurio es culpable del delito de perjurio por rendir una declaración falsa por escrito, un delito de tercer grado.

Nombre del padre que inscribe (en imprenta)	Firma del padre que inscribe	Fecha:

Office use only				
☐Immunization Form 680	☐Health Exam	Medical Exemption: ☐Religious ☐Medical ☐Temporary (date): _____		☐ Back to School Forms Provided
☐Proofs of Residency	☐Shared Housing Form	☐HEART Form(s)	☐504 ☐ESOL ☐ESE (Disability): _____	School Records: ☐Requested ☐Received
☐Acting Parent Form	☐Temporary Custody	☐Reassignment (Code): _____	☐Proof of Birth Date (Specify document): _____	

Form 4709SP (Revised 08/17)

Inscripción para 2017-2018

Aplicación es para que mi hijo entrar en grado en agosto de 2017. Nota: Esta aplicación es elegible para el grado solicitado sólo – cambios en el grado solicitado pueden afectar la elegibilidad de inscripción.

Nombre del estudiante: _____
Inicia l medio pasado

Edad: fecha de nacimiento: Género: ___ raza: ___

Grado actual: escuela actual: _____ Condado: _____

Dirección de la escuela actual: ciudad: estado: Zip: _____

Escuela actual número de teléfono: número de Fax de la escuela actual: _____

Es cualquier padre o tutor de este estudiante activo en el ejército? ☐ sí ☐ No en caso afirmativo, indique:
Nombre de padres: rama militar ___: ___

Cuenta de correo electrónico principal para correspondencia de la escuela oficial: _____

Nombre de la madre: _____
Inicial medio pasado
Dirección: _____

Ciudad: estado: código postal: correo electrónico: _____

Número de teléfono de casa: empleador de la madre: _____

Número de teléfono del trabajo: teléfono celular: _____

Nombre del padre: _____
Inicial medio pasado
Dirección: _____

Ciudad: estado: código postal: correo electrónico: «Email» _____

Número de teléfono de casa: empleador de la madre: _____

Número de teléfono del trabajo: teléfono celular: _____

Estudiante vive con *(marque uno)*: □ Madre □ Padre □ Ambos padres □ Otros:
Estado de custodia del estudiante *(marque uno)*: □ Madre □ Padre □ Custodia compartida □ Otros:
¿Hay una orden judicial de restricción de cualquiera de los padres de retirar o ponerse en contacto con el estudiante durante el día escolar?
□ Sí □ No si es así, usted debe proporcionar la escuela con una copia de la orden de.

Personas autorizadas a niño de recogida cuando los padres no están disponibles:

Nombre: número de teléfono: _____

Nombre: número de teléfono: _____

Nombre: número de teléfono: _____

Personas a contactar en caso de emergencia, cuando los padres no son accesibles:

Nombre: relación: teléfono:_____

Nombre: relación: teléfono:_____

Mi hijo actualmente tiene seguro de salud: si NO (marque uno)
Si: □ Medicaid □ Cuidado de niños/niño saludable □ Nombre del portador privado: ___

Entiendo que Somerset Academy clave carta secundaria requiere que todos los estudiantes que participan en antes o después de la escuela de actividades (es decir L.E.A.P., clubes, etc.) o salidas de campo están cubiertos por seguro de salud mencionado.

Hermanos: Por favor note que los siguientes hermanos de este estudiante asistir a Somerset Academy clave carta intermedia o secundaria:
Nombre del estudiante: ___ 2017-2018 grado nivel:_____
Nombre del estudiante: ___ 2017-2018 grado nivel:_____
Nombre del estudiante: ___ 2017-2018 grado nivel:_____
Esto no registra a los estudiantes mencionados y se obtiene sólo con fines informativos.

Somerset Academy clave Charter Middle School es una escuela de carta pública, abierta a todos los estudiantes elegibles que residen en el Condado de Broward Beach. Todas las inscripciones de estudiante será sujeto a una lotería al azar y a las disposiciones de equilibrio racial o étnico se describe en 1002.33 Inc. (7)(a)(8).

Estoy de acuerdo en que al firmar este documento, tanto mi hijo como yo se adhiere a los siguientes:

Por la presente reconozco que he leído y entiendo el conjunto de políticas en este contrato. Estoy de acuerdo en respetar las normas y reglamentos de Somerset en el estudiante y manual para padres. He leído el manual del estudiante, incluyendo la política uniforme, el código de estudiante de excelencia y las escuelas públicas del Condado de Broward de padres e código de conducta, y tanto yo como mi hijo acepta cooperar con todas las directivas que figuran en él. Entiendo que el padre y el manual del estudiante y Broward County Public Schools código de conducta pueden ser actualizada de vez en cuando y, por tanto, como un padre responsable o estudiante que se mantenerme informado de los cambios. Entiendo que las políticas adicionales y políticas adicionales que se encuentran en el padre y el manual del estudiante establecen en estudiante boletines deben ser obedecidos. Estoy de acuerdo en cooperar con las políticas establecidas y procedimientos en Somerset. Nos comprometemos a seguir las reglas. Hemos leído, entendido y estoy de acuerdo con el contrato principal."

Nombre del estudiante (imprimido) grado fecha_____

Firma del padre/tutor_____

Nombre del estudiante: firma del estudiante_____
Si firma de padre, padre reconoce que él o ella le aconsejará estudiante de responsabilidades de los estudiantes descritos en el contrato de estudiante.

2017-2018 Contrato de padres

(2017 - 2018 padres contrato a ejecutarse la primera semana del nuevo año escolar para completar el proceso de inscripción.)

Terminación de una solicitud de registro no garantiza aceptación o admisión. No se considerarán solicitudes incompletas.

Somerset Academy Inc. padres contrato

I, la abajo firmantes padres de ___ por este medio de
acuerdo a cumplir por el siguientes políticas y procedimientos de _____.

- Ausencias: Según la escuela y las políticas de asistencia diaria de SBDC, los estudiantes deben físicamente presentes en la escuela por un mínimo de 2 horas para ser residencia como presente para fines de asistencia cada día. Cada día un estudiante está ausente, los padres o tutores encuentre presentar documentación explicando el motivo de la ausencia de apoyo. Documentación presentada más de 3 días (72 horas) después de que no se aceptarán el regreso del estudiante a la escuela, y se considerará la ausencia excusa de pecado. Los estudiantes con ausencias excesivas se referirán a la atención de la administración/Comité de revisión. Referencias se emitirá después de alcanzar la asignación máxima de la escuela y pueden resultar en la tarjeta de Estudiante Informe reflejando insuficiente asistencia para recibir un grado. Aconséjese por favor: para estudiantes en grados 6-8, 5 cinco o más ausencias en un curso de semestre o 10 diez o más en un curso anual, puede resultar en la retención del grado del estudiante. Llegada: llegada tiempo es de 7:30 am a las 7:45 AM.
- Estudiantes debe ser en su asientos en la comienzo de día en la mañana. Cualquier estudiante llegar de spués de la comienzo de titular le recibir un tarde pasar. Estudiantes llegar o saliendo fuera de la escuela s eñalado veces puede ser inscritos en un antes de cuidado programa, donde disponible, como todos aplicable honorarios. Por favor ser aconseja: Somerset Academia es no responsable para estudiantes que llegar más que treinta (30) minutos previa a la Inicio de escuela excepto para los que son matriculados en y pagar honorar ios a la antes de cuidado programa. Tráfico patrones para llegada y despido (como describe en la padres manual) debe serestrictamente. Violación de cualquier política sobre salud, seguridad, y bienestar temas, como per o no limitada , incumplimiento a aprobado tráfico patrones, a ser documentado. Cualquier tal violaci ones deberá ser considera grave infracciones y a no ser tolerado.
- Tardes: todos tardes son injustificadas. Si estudiantes llegar después de la comienzo de escuela por favor hacer no enviar la estudiante a clase. Estudiantes llegar después de la comienzo de escuela debe informe directamente a la Escuela señalado área de la oficina. Estudiantes con excesiva tardanzas le ser que se refiere el a laadministración y asistencia informe Comité.
- Despido: despido tiempo es 2:45 pm. estudiantes saliendo fuera de la escuela señalado veces p uede ser matriculados en un asistencia programa, donde disponible, como todos aplicable honorarios . Por favor ser cuenta que todos cargos debe ser resolver en completo por el últimos día de escuela. Por favor ser recomienda queSomerset Academia es no responsable para estudiantes restante en campu s después de la escuela despido veces, excepto para los que son matriculados en y pago honorarios a la asiste ncia programa. Tráfico patrones para llegada y despido (como describe en la padres manual) debe s er estrictamente seguido. Violación decualquier política sobre salud, seguridad, y bienestar temas, e

ntre pero no limitada , incumplimiento de aprobado tráfico patrones, le ser documentado. Cualquier tan violaciones deberá ser considera grave infracciones y le no ser tolerado.

- Principios despido: para un estudiante a ser despedido temprano, padres debe informe a la señalad o área de la oficina. Estudiantes que desea a ser despedido primeros (en un regular escuela día) son requiere a o frecer documentación. Documentación presentado más que 72 horas después de un primeros despido le no seraceptados, y la temprano despido le ser considera injustificadas. Es tudiantes con excesiva injustificada temprano despidos le ser que se refiere el a el Administración asistencia informe Comisión. Estudiantes le no ser despedida 30 minutos previa a despido tiempo s in anterior escrito aviso. Hay son NO excepciones!

- No autorizado artículos política: por favor Nota que estudiantes son no permitido a poner cualquier juguetes, electrónica dispositivos mas cotas, o animales a escuela. Celular teléfonos puede no ser vuelta en dentro de de la escuela construcción en cualquier tiempo. Celular teléfonos puede no ser visible en cualquier tiempo en laescuela día, puede no ser muestra durante escuela y debe ser izquierdo en la estudiantes bolsa. La escuela le confiscar cualquier no autorizado elementos un estudiante puede traer a escolar. Decomisados elementos le sólo ser volvió a padres en que tiempo un padres y estudiantes Conferencia puede ser requerido. La escuela puedemantener cualquier tan no autorizado elementos hasta la final de la escuela año. Continuación violaciones de de esto política puede resultado en más penas, y puede tema la estudiante a disciplina acción o re ferencia a el escuela administración/disciplina Comité de revisión. Mientras que la escuela tomará todas las medidas para proteger esos elementos, la escuela no será responsable por pérdida o daño de objetos no autorizados que han sido confiscados. Objetos no reclamados por el último día de escuela deberán desecharse sin más responsabilidad a la escuela.
- Política de uniformes: uniformes escolares oficiales deben ser usados todos los días. Los estudiantes que llegan a la escuela sin el uniforme adecuado pueden ser referidos a la administración y no pueden regresar a clases hasta en el uniforme adecuado. Los estudiantes con repetidas violaciones de esta política se referirán al Comité de examen de administración/disciplina.
- Horas de voluntariado: participación de los padres/tutores es un componente fundamental del éxito educativo de su hijo. Somerset Academy se enorgullece del éxito de nuestros estudiantes y por lo tanto requiere que los padres o tutores se convierten en actores activos en el futuro de su hijo. Somerset Academy todos los padres o tutores se les pide completar treinta 30 horas de trabajo voluntario, o el equivalente, por año académico. Todas horas de trabajo voluntario de padres deben ser completadas antes del último día de clases.
- Recuperación académica: Si la escuela identifica su estudiante que requiere instrucción adicional o remediación incluyendo pero no limitado a: tutoría obligatoria, escuela de verano, etc., se estarán asistencia y superación del mismo. Pueden programarse sesiones alternativa o maquillaje a discreción de la administración.
- Honorarios pendientes: no pagar todas las cuotas pendientes puede resultar en la pérdida o suspensión de privilegios de actividad curricular extra -. Honorarios pueden incluir pero no está limitados a: perdido libros, multas de biblioteca, cuentas de almuerzo, antes o después de gastos de atención y cualquier y todos los gastos que pudieran devengarse en el curso normal del año escolar.
- Internet y los medios de comunicación política: ningún registro, ya sea fotográfico o audio visual en la naturaleza puede hacerse en propiedad de la escuela sin la autorización expresa de la administración. Ningún documento o medios existentes ahora o en el futuro y que afecta a la escuela o interrumpe el ambiente de aprendizaje, relativos a la escuela, su personal o estudiantes, incluyendo pero sin limitarse a fotografías, cartas, anuarios y otro material pueden ser

publicados en cualquier foro público o en medios sin la autorización expresa de la administración. Además, está prohibido el uso no autorizado del nombre de la Academia de Somerset o cualquiera de sus logotipos. Para los propósitos de esta sección, el término "foro público o los medios de comunicación incluye pero no está limitada a los sitios web públicamente accesibles y foros web, periodicos, impresión y medios de comunicación.

- Distrito escolar del Condado Broward: Nota: todos los estudiantes matriculados en la Academia de Somerset están sujetos a políticas aplicables descritas en el Somerset Academy padre y manual del estudiante además de las políticas aplicables en la escuela del Condado de Broward Código de conducta del estudiante del districto.

Entendemos las políticas establecen en este contrato de padres Academia de Somerset y acaten a ellos. No apegarse a las políticas como se indica en el contrato de padres resultará en una violación del contrato.

Student's Name: _____

Grade: _____ Date: _____

Parent Name: _____

X _____

Parent Signature

Organizational Performance Appendix

Appendix O
Discipline Reports

Options Selected = Reporting School: 5413, School Year: 2016, Student Status: All, Grade Lvl: 06, 07, 08, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

School Year: 2016

Reporting School: SOMERSET ACADEMY KEY MS (5413) **Total Incidents: 14** **Total Unique Events: 14**

INCIDENT: 01 - DISOBEDIENCE/INSUBORDINATION **Total Incidents: 7** **Total Unique Events: 7**

EVENT: 16063420 **DATE: 04/04/16** **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
TIME: 02:16 **OFND: N** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
M	H	09/20/02	5413	08		ZZZ									06	I2 - INTERNAL SUSPENSION - 2 DAYS	04/04/16	2
M	H	09/20/02	5413	08		ZZZ									06	43 - TEMP REMOVAL FROM CLASSR(	04/04/16	0

04/20/16 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
13:15 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
M	B	12/24/03	5413	08		ZZZ									06	IS - INTERNAL SUSPENSION (< 1 DA\	04/20/16	1
M	B	12/24/03	5413	08		ZZZ									06	43 - TEMP REMOVAL FROM CLASSR(	04/20/16	0

IEDIUM) **Total Incidents: 1** **Total Unique Events: 1**

10/20/15 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
10:00 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
M	B	05/26/02	0911	08		ZZZ									06	E2 - EXTERNAL SUSPENSION - 2 DA\	10/20/15	2
M	B	05/26/02	0911	08		ZZZ									06	22 - CONFLICT MEDIATION	10/20/15	0

CATION/CONF **Total Incidents: 2** **Total Unique Events: 2**

11/18/15 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
08:00 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
F	W	01/19/04	2121	08		ZZZ									06	I1 - INTERNAL SUSPENSION - 1 DAY	11/18/15	1
F	W	01/19/04	2121	08		ZZZ									06	22 - CONFLICT MEDIATION	11/18/15	0

02/02/16 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
10:30 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
M	B	09/23/03	5413	08		ZZZ									06	IS - INTERNAL SUSPENSION (< 1 DA\	02/02/16	1
M	B	09/23/03	5413	08		ZZZ									06	22 - CONFLICT MEDIATION	02/02/16	0

Options Selected = Reporting School: 5413, School Year: 2016, Student Status: All, Grade Lvl: 06, 07, 08, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

School Year: 2016

Reporting School: SOMERSET ACADEMY KEY MS (5413) **Total Incidents: 14** **Total Unique Events: 14**

INCIDENT: ZM - TARDINESS HABITUAL **Total Incidents: 1** **Total Unique Events: 1**

EVENT: 16057172 **DATE: 03/09/16** **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
TIME: 08:00 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
F	B	08/14/04	5413	07		ZZZ									06	LE - LOSS OF EXTRACURRICULAR PI	03/09/16	0
F	B	08/14/04	5413	07		ZZZ									06	37 - EXCESSIVE TARDINESS LETTER	03/09/16	0

: MEMBER **Total Incidents: 2** **Total Unique Events: 2**

11/12/15 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
11:45 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
M	B	12/24/03	5413	08		ZZZ									06	I1 - INTERNAL SUSPENSION - 1 DAY	11/12/15	1
M	B	12/24/03	5413	08		ZZZ									06	22 - CONFLICT MEDIATION	11/12/15	0

12/11/15 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
10:00 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
M	W	05/22/04	0911	08		ZZZ									06	I2 - INTERNAL SUSPENSION - 2 DAYS	12/11/15	2
M	W	05/22/04	0911	08		ZZZ									06	43 - TEMP REMOVAL FROM CLASSR(	12/11/15	0

ON **Total Incidents: 1** **Total Unique Events: 1**

05/12/16 **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**
08:30 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 004 CAPELLO KAREN**

S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
F	W	01/19/04	2121	08		ZZZ									06	LE - LOSS OF EXTRACURRICULAR PI	05/12/16	0
F	W	01/19/04	2121	08		ZZZ									06	I2 - INTERNAL SUSPENSION - 2 DAYS	05/12/16	2

TOTAL: 14

Note: The following column headings indicate that the incident is related to: B: Bullying G: Gang A: Alcohol D: Drug H: Hate I: Injury W: Weapon. WD: Weapon Type Code

Discipline Incidents Detail

Options Selected = Reporting School: 5413, School Year: 2017, Student Status: All, Grade Lvl: 06, 07, 08, Team: All, Incident(s): All, Student #: All, Related To Indicators: All.

School Year: 2017

Reporting School: SOMERSET ACADEMY KEY MS (5413)

Total Incidents: 1 **Total Unique Events: 1**

INCIDENT: A7 - ASSAULT/THREAT - SERIOUS

Total Incidents: 1 **Total Unique Events: 1**

EVENT: 17007760 **DATE: 09/02/16** **EDS: 06** **EVENT SCHL: 5413** **CON: 1** **WHERE: 1** **LOCATION:**

TIME: 12:30 **OFND: S** **LAW: N** **CASE NBR:** **REPORTED BY: 109 PEREZ ROBERT**

Stdt Nbr	Student Name	S	R	DoB	CSchl	CGr	Tm	IType	A	B	D	G	H	I	W	Wd	I Gr	Action Cd + Action	A Date	Days Susp
		M	H	11/19/03	5413	07		TRE									07	I2 - INTERNAL SUSPENSION - 2 DAYS	09/02/16	2
		M	H	11/19/03	5413	07		TRE									07	20 - PARENT CONFERENCE	09/02/16	0

TOTAL: 1

Note: The following column headings indicate that the incident is related to: B: Bullying G: Gang A: Alcohol D: Drug H: Hate I: Injury W: Weapon. WD: Weapon Type Code

Organizational Performance Appendix

Appendix P

Comprehensive Emergency and Evacuation Plan



Somerset Academy Key Charter School

Safety Plan Manual

Special Incident & Safety Plan

Safety plan must be kept in the red Emergency Folder located by the classroom door.

The primary objective of the safety plan is to provide for the coordinated effort between school personnel and any support services to contain and diffuse situations using a systematic approach. It also provides for the establishment of a Critical Response Team that will provide direction that is clear and concise. It is recommended that each school have a designated code to notify staff of any incident. While this safety plan concentrates on spontaneous outbreaks, it cannot address every situation. This plan is subject to change between school administrators and law enforcement, as the situation dictates.

Red Emergency Folder

Each classroom teacher must maintain an updated emergency folder with the following:

- This comprehensive safety plan
- Copies of homeroom students emergency contact cards
- Attendance rosters for all other classes
- Blank paper for sign-out sheets if needed
- Pen or pencil
- Cell Phone

Critical Response Team / Order of Command

1. Principal: Dennis Mulrooney
2. Lead Teacher: Tannia Rodriguez
3. Lead Teacher: Caridad Rodriguez
4. Support Personnel: Shannon Williams
5. Support Personnel: Ryan Combs
6. Support Personnel: Anne Brisard
7. Security Staff: Frank Molino
8. Security Staff: Rolin Ferjuste

School Information

Somerset Academy Key Charter School
959 SE 6th Ave.
Deerfield Beach, FL 33441
Tel: 954-481-0602

PRACTICE DRILLS

In preparation for serious incidents, Somerset Academy Key participates in emergency drills for fire, tornado, and lockdown situations. It is the responsibility of each and every member of the faculty and staff to review and become familiar with the drill procedures outlined in this safety plan manual.

TORNADO DRILL

In the event of a tornado drill, staff must adhere to the following procedures:

- Classes located outdoors must immediately report to the closest indoor area.
- Attendance must be taken immediately and corresponding red or green attendance sign must be displayed in the door window.
- Instruct students to assume the tornado safety position (hands over head, head between legs, bottoms up-under a heavy table or desk if deemed safest).
- Ensure that students remain away from windows and doors.
- Ensure that students stay in safety position until an "all clear" is given.

FIRE DRILLS

In the event of a fire drill, all persons shall leave the building according to established routes posted in classrooms and throughout the building. The following procedures must be adhered to:

- All staff must be knowledgeable of evacuation routes (posted in all rooms by exit door), fire alarms, fire exits, and fire extinguishers
- Teachers must bring their red emergency folders and cell phones
- Staff must evacuate all students quickly and orderly
- Attendance must be taken immediately at the designated evacuation spot and corresponding red or green attendance sign must be displayed
- Notify a member of the Critical Response Team of any missing students

Designated Fire Drill Locations

Buildings 100/200/300:
Exit through east or west doors (refer to posted route) and line up by class on the north side, outdoor basketball courts.

All Other Classrooms and Areas
Exit toward the west and line up by class on the south side, outdoor tennis courts.

LOCKDOWN DRILL

In the event of a lockdown drill, staff responsible for supervising students must adhere to the following procedures immediately:

- Teachers must direct students into a classroom and lock the door immediately
- Students/staff in the cafeteria/media center must remain in their locations and lock doors
- Teachers not with their students should report to their students' location
- No one should be in the hallway during a lockdown
- Lock all access doors
- Take attendance immediately and post corresponding red or green attendance sign in the door window – if a student is missing, post the student name as well.
- Remain indoors and do not allow anyone to leave the room
- Close all blinds
- Turn off lights
- Have emergency contact forms available
- Keep students calm but quiet to maintain order and so that announcements can be heard
- Have cell phones available and access email for updates from administration

During lockdown drills, support staff must adhere to the following procedures:

Security

Security monitors are responsible for their assigned areas. Security monitors must perform the following tasks for their assigned areas:

- Lock and close all doors leading into the building
- Check and monitor bathrooms
- Monitor throughout their assigned area in the building
- Report any issues or all clear
- Confirm and communicate attendance using red/green signs posted in door windows
- Escort students to the restroom if possible and as needed

Cafeteria Staff

The cafeteria manager shall assign each worker on duty a specific area of responsibility. The following tasks shall be attended to first:

- Lock all entrances to the cafeteria
- Close all blinds
- Provide supervision and support for students remaining in the cafeteria

Other Staff

- Media specialist must lock the media center
- Office personnel must lock their doors

During a lockdown drill, once the building has been secured, the school must remain in lockdown for a minimum of 4 minutes.

EMERGENCY CODES and INCIDENTS

In the event of an **actual emergency**, codes have been established to notify staff of specific incidents. These codes correlate to emergency procedures established and set forth in this safety plan manual. It is the responsibility of each and every member of the faculty and staff to review and become familiar with the drill procedures outlined in the safety plan manual.

SERIOUS ILLNESS OR INJURY

When a student is seriously ill or injured, staff must adhere to the following procedures:

- Contact the office immediately
- Send a reliable student to notify security or administration
- Do not attempt to move the student without an administrator's approval
- Make student as comfortable as possible
- Office will notify the contacts listed on the emergency contact form
- If the student is unconscious, has a broken bone, has major blood loss, or death is possible (i.e., child is turning blue or going into anaphylactic shock), call 9-1-1 immediately.
- If unsure, an administrator will determine if medical assistance is necessary.

CODE RED: FULL LOCKDOWN

In the event of a threat in the school that jeopardizes the safety of the staff and students, an announcement will be made for an "immediate lockdown". All staff must follow procedures as practiced and listed in this safety plan manual. **No movement in the building other than by police/fire officials and persons designated by them. No use of bathrooms; no one allowed in hallways for any reason. Classroom lights are to be kept OFF.**

- Teachers must direct students into a classroom and lock the door immediately
- Students/staff in the cafeteria/media center must remain in their locations and lock doors
- Teachers not with their students should report to their students' location
- No one should be in the hallway during a lockdown
- Lock all access doors
- Take attendance immediately and post corresponding red or green attendance sign in the door window – if a student is missing, post the student name as well.
- Remain indoors and do not allow anyone to leave the room
- Close all blinds
- Turn off lights
- Have emergency contact forms available
- Keep students calm but quiet to maintain order and so that announcements can be heard
- Have cell phones available and access email for updates from administration

During a lockdown, support staff must adhere to the following procedures:

Security
Security monitors are responsible for their assigned areas. Security monitors must perform the following tasks for their assigned areas:

- Lock and close all doors leading into the building
- Check and monitor bathrooms
- Monitor throughout their assigned area in the building
- Report any issues or all clear
- Confirm and communicate attendance using red/green signs posted in door windows
- Escort students to the restroom if possible and as needed

Cafeteria Staff
The cafeteria manager shall assign each worker on duty a specific area of responsibility. The following tasks shall be attended to first:

- Lock all entrances to the cafeteria
- Close all blinds
- Provide supervision and support for students remaining in the cafeteria

Other Staff
- Media specialist must lock the media center
- Office personnel must lock their doors

Based on administrative direction, the receptionist will:
- Rumor Control: handle incoming calls from parents, family members, community members, or press
- Communicate with teachers via intercom as needed, do not provide updates unless directed by administration
- Notify the appropriate support services (Miramar Police Department or Fire Department)

CODE YELLOW: LOCKDOWN

In the event of a threat in the immediate area surrounding the school that jeopardizes the safety of the staff and students, all staff must follow procedures as practiced and listed in this safety plan manual. **Once the security of the building has been confirmed, and the threat level has been determined, administration will communicate if the lockdown is downgraded to yellow.** There is to be no movement in the building other than by the school's Critical Response Team (administrators and security personnel) and others specifically authorized by administration. No one is allowed in the hallways. Bathroom use for emergencies only after approval and direction by administration. Classroom lights are to be kept OFF and teachers are to maintain a routine environment for the students.

- Teachers must direct students into a classroom and lock the door immediately

- Students/staff in the cafeteria/media center must remain in their locations and lock doors
- Teachers not with their students should report to their students' location
- No one should be in the hallway during a lockdown
- Lock all access doors
- Take attendance immediately and post corresponding red or green attendance sign in the door window – if a student is missing, post the student name as well.
- Remain indoors and do not allow anyone to leave the room
- Close all blinds
- Turn off lights
- Have emergency contact forms available
- Keep students calm but quiet to maintain order and so that announcements can be heard
- Have cell phones available and access email for updates from administration

During a lockdown, support staff must adhere to the following procedures:

Security

Security monitors are responsible for their assigned areas. Security monitors must perform the following tasks for their assigned areas:

- Lock and close all doors leading into the building
- Check and monitor bathrooms
- Monitor throughout their assigned area in the building
- Report any issues or all clear
- Confirm and communicate attendance using red/green signs posted in door windows
- Escort students to the restroom if possible and as needed

Cafeteria Staff

The cafeteria manager shall assign each worker on duty a specific area of responsibility. The following tasks shall be attended to first:

- Lock all entrances to the cafeteria
- Close all blinds
- Provide supervision and support for students remaining in the cafeteria

Other Staff

- Media specialist must lock the media center
- Office personnel must lock their doors

Based on administrative direction, the receptionist will:

- Rumor Control: handle incoming calls from parents, family members, community members, or press
- Communicate with teachers via intercom as needed, do not provide updates unless directed by administration
- Notify the appropriate support services (Deerfield Beach Police Department or Fire Department)

CODE ORANGE: EVACUATION

In the event of a situation requiring a complete evacuation from the school premises, all persons shall leave the building according to the procedures practiced and listed in this safety plan manual. Faculty and staff will continue with a full evacuation as listed:

All student and personnel will walk students in calm, orderly lines toward the Deerfield Beach Aquatic Center in an orderly fashion using the following exit routes:

- **Rooms #201 - #215, Gym, Cafeteria and 100 building offices:**
  Exit west doors and head north through the north side staff parking lot.

- **Room #300 - #303, Art Room, 300 building Offices:**
  Exit west doors and head north through the north side staff parking lot.

- **Rooms #401 - #404:**
  Exit head south through the east side staff parking lot.

- **Playground Area:**
  Exit east and head to SE 6th Ave and then north.

- **P.E. Area and/or Locker Rooms:**
  Exit through fields to north side staff parking lot.

During code orange evacuations, office staff must bring the following:

- Emergency first aid kits
- Emergency contact binders
- Laptop with wireless service

CODE BLACK: BOMB THREAT EVACUATION

Proceed in the same manner as a code orange evacuation. However, adhere to the following specific procedures:

Key Issues: electrical signals may trigger explosive devices

- Turn off walkie-talkies, cell phones, pagers, and radios immediately
- Leave all electrical items (lights, fans, etc.) as they are (on or off)
- Discontinue use intercom and bell system (to be unplugged by office staff)

All student and personnel will walk students in calm, orderly lines toward the Deerfield Beach Aquatic Center in an orderly fashion using the following exit routes:

- **Rooms #201 - #215, Gym, Cafeteria and 100 building offices:**
  Exit west doors and head north through the north side staff parking lot.

- **Room #300 - #303, Art Room, 300 building Offices:**
  Exit west doors and head north through the north side staff parking lot.

- **Rooms #401 - #404:**
  Exit head south through the east side staff parking lot.

- **Playground Area:**
  Exit east and head to SE 6th Ave and then north.

- **P.E. Area and/or Locker Rooms:**
  Exit through fields to north side staff parking lot.

During code black evacuations, office staff must bring the following:

- Emergency first aid kits
- Emergency contact binders
- Laptop with wireless service

Somerset Academy Key Charter School
Emergency Drill Schedule 2016 - 2017

Date	Time	Type
Monday, August 28, 2017	9:00 AM	Tornado
Wednesday, August 30, 2017	9:00 AM	Fire
Thursday, August 31, 2017	1:15 PM	Fire
Tuesday, September 12, 2017	10:00 AM	Lockdown
Thursday, September 21, 2017	9:00 AM	Fire
Thursday, October 5, 2017	10:00 AM	Fire
Thursday, November 9, 2017	10:00 AM	Fire
Friday, December 1, 2017	10:00 AM	Fire
Thursday, January 11, 2018	10:00 AM	Tornado
Thursday, February 8, 2018	10:00 AM	Fire
Thursday, March 15, 2018	9:00 AM	Fire
Friday, April 5, 2018	2:00 PM	Fire
Thursday, April 19, 2018	10:00 AM	Lockdown
Thursday, May 10, 2018	10:00 AM	Fire

Organizational Performance Appendix

Appendix Q
Staff Reports

STAFF / FACULTY SUMMARY

School Year: 2014/2015 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5413 - SOMERSET ACADEMY KEY MS

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
007	S	BLASCO MARLENE	F	W	0001142273	50000441			01-009	12/15/14	
004	S	CAPELLO KAREN	F	W	0000859536	50000813			01-012	08/12/13	
003	S	GRAY COURTNEY	F	B	0001172316	50000321			01-013A	08/12/13	
031	S	KAYE DONNA	F	W	0000820249	50000798			01-013	06/26/13	
005	S	PICKARD KEVIN	M	W	0000973292	50001108			01-004B	08/12/13	
001	S	REDDICK MICHELLE	F	B	0000000000	50002112			01-013	08/20/12	
006	S	WILSON NATASHA	F	B	0001210000	50000334			01-010	08/12/13	

Total Staff: 7

***** *Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2015/2016 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5413 - SOMERSET ACADEMY KEY MS

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
007	S	BLASCO MARLENE	F	W	0001142273	50000441			01-009	12/15/14	
008	S	BROWN TIFFANIE	F	B	0001055642	50002554			01-009	08/17/15	
004	S	CAPELLO KAREN	F	W	0000859536	50000813			01-012	08/12/13	
003	S	GRAY COURTNEY	F	B	0001172316	50000321			01-013A	08/12/13	
031	S	KAYE DONNA	F	W	0000820249	50000798			01-013	06/26/13	
005	S	PICKARD KEVIN	M	W	0000973292	50001108			01-004B	08/12/13	
001	S	REDDICK MICHELLE	F	B	0000000000	50002112			01-013	08/20/12	
006	S	WILSON NATASHA	F	B	0001210000	50000334			01-010	08/12/13	

Total Staff: 8

***** *Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2016/2017 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5413 - SOMERSET ACADEMY KEY MS

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
106	S	BRISARD ANNE	F	B	0000000000	50006532				08/26/16	
213	S	BRITTON KATIR	F	W	0001301457	50006317			02-321	08/10/16	
117	S	CHAUCA HERMINIO	M	H	0000000000	50007279				08/18/16	
201	S	COMBS RYAN	M	W	0000871583	50000335			01-001	08/10/16	
114	C	DUDICH ALLYSON	F	W	0000838341	00028324			02-300B	09/16/16	
210	S	ELROD EVANGELINE	F	W	0001244025	50006315			02-322	08/10/16	
211	S	ELROD ROBERT	M	W	0001134496	50006316			01-219	08/10/16	
107	S	FERJUSTE ROLIN	M	B	0000000000	50006652				07/25/16	
113	S	GRANDISON KERSHA	F	B	0001294135	50006658			01-203	09/06/16	
223	S	GRIFFITHS ROBERT	M	W	0001332998	50007278				09/27/16	
216	S	KURPIT ARTHUR	M	W	0000700792	50006374			02-312	08/16/16	
219	S	METTA DESIREE	F	W	0001316705	50006531			01-213	08/31/16	
205	S	MORALES LINDA	F	H	0001287905	50006305			02-328	08/10/16	
100	S	MULROONEY DENNIS	M	W	0000795033	50000965			02-320	07/05/16	
220	S	NASAI TAHEERAH	F	B	0001049768	50004690			01-205	08/10/16	
222	S	PAUL LAURA	F	B	0001280647	50007023			01-211	11/28/16	
110	S	PESSOLANO HELIANY	F	H	0000000000	50006655				08/17/16	
218	S	POLACHECK GLORIANNE	F	W	0000441394	50004300			02-308	09/01/16	
111	S	PORTALES LUIS	M	H	0000000000	50006656				07/25/16	
221	S	ROBERTS JAMES	M	W	0000849716	50006994			01-215	11/14/16	
102	S	RODRIGUEZ CARIDAD	F	H	0000856040	50006301			02-324	08/10/16	
101	S	RODRIGUEZ TANNIA	F	H	0001119600	50006300			02-328	08/10/16	
112	S	SHARPE-HAYNES RENAE	F	B	0000000000	50006657				09/09/16	
217	S	SILVER MADELINE	F	W	0000698634	50006393			02-324	08/10/16	
115	S	STEPHENS ROCHELLE	F	B	0000000000	50007169				12/08/16	
203	S	THEODORE GEORGE	M	W	0001044564	50006303			01-215	08/10/16	
116	S	TORRES CINDY	F	H	0000000000	50007276				05/17/17	
208	S	TURNER MARISSA	F	H	0001135107	50006307			01-207	08/10/16	
118	S	VARELA HUGO	M	H	0000000000	50007280				11/01/16	
103	S	WILLIAMS SHANNON	F	W	0000000000	50000925				07/18/16	
209	S	ZETRENE YVETTE	F	B	0001125894	50006308			01-209	08/10/16	

Total Staff: 31

***** *Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

STAFF / FACULTY SUMMARY

School Year: 2017/2018 **Sort: Name, Personel Nbr, Teacher Nbr**

SCHOOL: 5413 - SOMERSET ACADEMY KEY MS

Nbr	Type	Name	Sex	Race	Sde Number (Certificate)	Personnel #	Job Id	Dept	Bldg-Rm	Start Date	End Date
234	S	BRETON JASON	M	W	0001014461	50007346			01-209	08/01/17	
106	S	BRISARD ANNE	F	B	0000000000	50006532				08/26/16	
237	S	BRISCOE RICK	M	W	0001189239	50001537			02-323	08/01/17	
213	S	BRITTON KATIR	F	W	0001301457	50006317			02-321	08/10/16	
201	S	COMBS RYAN	M	W	0000871583	50000335			01-001	08/10/16	
228	S	DEEHAN MEGAN	F	W	0001063247	50007450			01-207	08/01/17	
225	S	ELIAZAR JENNYFLORE	F	B	0001328289	50007031			01-212	08/01/17	
211	S	ELROD ROBERT	M	W	0001134496	50006316			01-219	08/10/16	
120	S	GIGUERE KARLUA	F	W	0001166537	50008022			01-201	08/21/17	
113	S	GRANDISON KERSHA	F	B	0001294135	50006658			02-308	09/06/16	
223	S	GRIFFITHS ROBERT	M	W	0001332998	50007278			02-312	09/27/16	
232	S	GROSS JACQUELINE	F	W	0001179642	50007345			01-211	08/01/17	
229	S	HAROLD ELISE	F	W	0001153999	50007465			02-302	08/01/17	
216	S	KURPIT ARTHUR	M	W	0000700792	50006374				08/16/16	
233	S	LOBAR LANCE	M	W	0000847300	50007642			01-203	08/01/17	
119	S	MOLINO FRANK	M	W	0000000000	50005658				07/17/17	
205	S	MORALES LINDA	F	H	0001287905	50006305			02-330	08/10/16	
100	S	MULROONEY DENNIS	M	W	0000795033	50000965				07/05/16	
222	S	PAUL LAURA	F	B	0001280647	50007023			01-223	11/28/16	
218	S	POLACHECK GLORIANNE	F	W	0000441394	50004300				09/01/16	
111	S	PORTALES LUIS	M	H	0000000000	50006656				07/25/16	
238	S	PULIDO JESSICA	F	H	0001171238	50007410			01-213	08/01/17	
221	S	ROBERTS JAMES	M	W	0000849716	50006994			01-215	11/14/16	
102	S	RODRIGUEZ CARIDAD	F	H	0000856040	50006301			01-207	08/10/16	
101	S	RODRIGUEZ TANNIA	F	H	0001119600	50006300				08/10/16	
230	S	SALGANIK LEAH	F	W	0000000000	50007411			02-325	08/01/17	
112	S	SHARPE-HAYNES RENAE	F	B	0000000000	50006657				09/09/16	
224	S	SHEAR LUANNE	F	W	0001107750	50007351			02-320	08/01/17	
217	S	SILVER MADELINE	F	W	0000698634	50006393			01-207	08/10/16	
115	S	STEPHENS ROCHELLE	F	B	0000000000	50007169				12/08/16	
239	S	SUAREZ CIRO	M	H	0001325169	50007587			01-205	08/01/17	
105	S	TESSLER BENJAMIN	M	W	0000000000	50007277			01-200C	06/12/17	
203	S	THEODORE GEORGE	M	W	0001044564	50006303			02-308	08/10/16	
226	S	THOMAS ERNET	F	B	0001287052	50007343			02-306	08/01/17	
116	S	TORRES CINDY	F	H	0000000000	50007276				05/17/17	
235	S	TORRES YESENIA	F	H	0001226045	50007347			01-002	08/01/17	
208	S	TURNER MARISSA	F	H	0001135107	50006307			02-300A	08/10/16	
118	S	VARELA HUGO	M	H	0000000000	50007280				11/01/16	
103	S	WILLIAMS SHANNON	F	W	0000000000	50000925				07/18/16	
227	S	ZELLER ELLIOT	M	W	0000896125	50007232			01-221	08/01/17	
209	S	ZETRENE YVETTE	F	B	0001125894	50006308			01-225	08/10/16	

Total Staff: 41

* ***Denotes a staff member whose Personnel Number or Social Security Number is incorrect on the TERMS C04/C05 panel.***

Organizational Performance Appendix

Appendix R
Certification Self Audits

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certifi

Charter School Location Number:	**5413**
Charter School Location Name:	**Somerset Academy Pompano Midle School**
Date audit completed:	**10/18/2013**
Person completing audit:	**Donna Kaye**

For help, mouse over the field containing the column title.

Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate
Kaye, Donna	820249	7/1/2013	6/30/2018		Ed. Leadership (all levels) Prek/Primary (age 3 to grade 3)/Journalism (6-12)
Nero, Donna	1164971	7/1/2012	6/30/2015		Elem Ed K-6
Pickard, Kevin	973292	7/1/2010	6/30/2015		Health K-12/ PE K-12

ication Department as an email attachment)

Current Position	Course(s) Currently Assigned: List Course Code Number	Course(s) Currently Assigned: List Course Title	Grade Level(s) Assigned	Out-of-Field for course?
Principal		Education al Leadership K-12 Prek/Primary (3 - 3rd grade) Journalism 6-12		No
6th grade Teacher	10000100, 10010100, 12050100, 20020400, 21050200	M/J Intensive Reading; M/J Math; M/J World Cultures; M/J Language Arts; M/J Comp Science	6th	Yes - ESOL
PE Teacher	1508600A	M/Jcomp PE	PE	No

Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?	If "Yes" for Highly Qualified, Indicate Method
	Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
9/23/2013	Yes	
	Yes	

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certifi

Charter School Location Number:	**5413**
Charter School Location Name:	**Somerset Academy Pompano Midle School**
Date audit completed:	**10/1/2014**
Person completing audit:	**Donna Kaye**

For help, mouse over the field containing the column title.

Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate
Kaye, Donna	820249	7/1/2013	6/30/2018		Ed. Leadership (all levels) Prek/Primary (age 3 to grade 3)/Journalism (6-12)
Nero, Donna	1164971	7/1/2012	6/30/2015		Elem Ed K-6
Pickard, Kevin	973292	7/1/2010	6/30/2015		Health K-12/ PE K-12

ication Department as an email attachment)

Current Position	Course(s) Currently Assigned: List Course Code Number	Course(s) Currently Assigned: List Course Title	Grade Level(s) Assigned	Out-of-Field for course?
Principal		Education al Leadership K-12 Prek/Primary (3 - 3rd grade) Journalism 6-12		No
6th grade Teacher	10000100, 10010100, 12050100, 20020400, 21050200	M/J Intensive Reading; M/J Math; M/J World Cultures; M/J Language Arts; M/J Comp Science	6th	Yes - ESOL
PE Teacher	1508600A	M/Jcomp PE	PE	No

Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?	If "Yes" for Highly Qualified, Indicate Method
	Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
9/23/2013	Yes	
	Yes	

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certifi

Charter School Location Number:	**5413**
Charter School Location Name:	**Somerset Academy Pompano Midle School**
Date audit completed:	**10/1/2015**
Person completing audit:	**Donna Kaye**

For help, mouse over the field containing the column title.

Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate
Kaye, Donna	820249	7/1/2013	6/30/2018		Ed. Leadership (all levels) Prek/Primary (age 3 to grade 3)/Journalism (6-12)
Brown, Tiffanie	1055642	7/1/2013	6/30/2016		Elem Ed K-6
Pickard, Kevin	973292	7/1/2010	6/30/2015		Health K-12/ PE K-12

ication Department as an email attachment)

Current Position	Course(s) Currently Assigned: List Course Code Number	Course(s) Currently Assigned: List Course Title	Grade Level(s) Assigned	Out-of-Field for course?
Principal		Education al Leadership K-12 Prek/Primary (3 - 3rd grade) Journalism 6-12		No
6th grade Teacher	10000100, 10010100, 12050100, 20020400, 21050200	M/J Intensive Reading; M/J Math; M/J World Cultures; M/J Language Arts; M/J Comp Science	6th	Yes - ESOL
PE Teacher	1508600A	M/Jcomp PE	PE	No

Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?	If "Yes" for Highly Qualified, Indicate Method
	Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
9/18/2015	Yes	
	Yes	

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certification Department as an email attachment)

Charter School Location Number:	**Somerset Academy Key Charter Middle**
Charter School Location Name:	**Somerset Academy Key Charter Middle**
Date audit completed:	**28-Oct-16**
Person completing audit:	**Dennis Mulrooney**

For help, mouse over the field containing the column title.

Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate	Current Position	Course(s) Currently Assigned: List Course Code Number
Britton, Katir	1301457		1/28/2019	9/28/2016	English 6-12	Language Arts Teacher	10010100, 10010200
Drew, Heather	1184400	7/1/2016	6/30/2021		World Language - Spanish K-12	Spanish Teacher	0708340M, 14000000
Elrod, Kelly	1134496	7/1/2015	6/30/2018		Social Science 6-12	Social Studies Teacher	21060100, 21060200, 21000150, 21000250
Gregg, Deborah	1292732		10/28/2018	9/28/2016	Art K-12	Art	1010100
Theodore, George	1044564	7/1/2014	6/30/2017		Social Science 6-12	Science Teacher	21000150
Silver, Madeleine	698634	7/1/2013	6/30/2018		English 6-12	Reading	17001000, 10000100
Morales, Linda	1287905	7/1/2015	6/30/2018		English 6-12	Language Arts Teacher	17001000, 10060000
Squires, Denise	967136		6/30/2019	9/28/2016	English 5-9	Language Arts Teacher	10010400, 10010500, 10010700
Elrod, Evangeline	1244025		6/30/2019	9/28/2016	Social Science 6-12	Social Studies Teacher	10010700, 10010800
Combs, Ryan	871583	7/1/2015	6/30/2020		Physical Health	Physical Ed	15086000, 15087000
Phillips, Jamie	1005214	7/1/2013	6/30/2018		Elementary Ed K-6	Math	12050100, 12050400
Turner, Marissa	1135107	7/1/2016	6/30/2021		Elem Ed k-6, Esol k-12, Execp stud Ed k-12	Science Teacher	10000100, 20020400, 20020500
Hourston, Yessenia	1308195		6/30/2019	9/28/2016	Chemistry 6-12	Science Teacher	2000310M, 20020700, 20020800, 20021000
Marcus, David	1277382	7/1/2015	6/30/2018		Biology 6-12, Comp Science k-12, Math 6-1	Biology Teacher	20021000, 2000310M
Nardoni, Karen	650611	7/1/2015	6/30/2020		Mathematics 5-9	Math Teacher	12040000, 12050100, 12050400, 12050700, 1200310M
Zetrene, Yvette	1125894	7/1/2014	6/30/2019		Social Science 6-12	Social Studies Teacher	21090100, 21090200
Metta, Desiree	1316705		7/26/2019	9/28/2016	Exceptional Student Ed k-12	Electives	10000100, 03000000, 13010300
Nasai, Taheera	1049768	7/1/2015	6/30/2020		Mathematics 6-12, Educ Media Spec. k-12	Math Teacher	12050700, 1200310M, 1200330M
Polacheck, Glorianne	441394	7/1/2012	6/30/2022		Reading k-12	Reading Teacher	10000100, 17001000

Course(s) Currently Assigned: List Course Title	Grade Level(s) Assigned	Out-of-Field for course?	Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?	If "Yes" for Highly Qualified, Indicate Method
Language Arts I	6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Spanish/Peer Counseling	6th-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Civics (Advanced)/ US History	7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Art	6th-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
US History	8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Critical Thinking/ Intensive Reading	6th-8th	Yes		No	
Critical Thinking/Journalism	6th-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Language Arts 2 (Advanced), Language Arts 3	7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Language Arts 3 (Advanced)	8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Physical Education	6th-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Math 6 & 7	6th-7th	Yes		No	
Science	6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Science 2 & 3/Biology	7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Science 3/ Biology	8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Intensive Math/Math 6th, 7th, 8th/Algebra 1	6th-8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
World History (Advanced)	6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Intensive Reading/Dance/Keyboarding	6th-8th	No		Yes	N/A (for subjects not considered "core" per NCLB - refer to web site)
PreAlgebra/Algebra 1 & 2	7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
Intensive Reading/Critical Thinking	6th & 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)

CHARTER SCHOOL CERTIFICATION SELF-AUDIT (complete and submit to the district Certification Department as an email attachment)

Charter School Location Number: Somerset Academy Key Charter Middle
Charter School Location Name: Somerset Academy Key Charter Middle
Date audit completed: 1-Nov-17
Person completing audit: Dennis Mulrooney

For help, mouse over the field containing the column title.

Last Name, First Name	DOE#	Certificate Start Date	Certificate End Date	If No Certificate, List Date Certificate Issuance Request Submitted to District	Subject(s) on Certificate	Current Position	Course(s) Currently Assigned: List Course Code Number	Course(s) Currently Assigned: List Course Title
Britton, Katir	1301457	7/1/2016	6/30/2019		English 6-12, Social Science 6-12	Language Arts Teacher	10010700, 10010800	Language Arts III (Advanced)
Pulido, Jessica	1171238	7/1/2016	6/30/2021		World Language - Spanish K-12	Spanish Teacher	0708340M	Spanish
Elrod, Kelly	1134496	7/1/2015	6/30/2018		Social Science 6-12	Social Studies Teacher	21060100, 21060200	Civics (Advanced)
Brisco, Rick	1189239	7/1/2013	6/30/2018		Art K-12	Art	1010100, 01010200	Art I, Art II
Paul, Laura	1280647	6/11/2015	6/11/2018		Social Science 6-12	Social Studies Teacher	21000150, 21000250	US History (Advanced)
Rodriguez, Caridad	1171931	7/1/2016	6/30/2021		Elem Ed K-6, Reading, ESOL K-12	Lead Teacher	17001000, 10000100	Intensive Reading
Morales, Linda	1287905	7/1/2015	6/30/2018		English 6-12	Language Arts Teacher	10000100, 10060000	Critical Thinking/Journalism
Grandison, Kersha	1294135	3/14/2016	3/14/2019		English 6-12	Language Arts Teacher	10010400, 10010500	Language Arts 2 (Advanced), Language Arts 3
Griffiths, Robert	1332998	7/1/2016	6/30/2019		English 6-12	Language Arts Teacher	10010100, 10010200	Language Arts I (Advanced)
Combs, Ryan	871583	7/1/2015	6/30/2020		Physical Health	Physical Ed	15080000, 15082000, 15087000, 15084000	Physical Education
Gross, Jacqueline	1179642	7/1/2017	6/30/2022		Elementary Ed K-6	Math Teacher	12050100, 12050200	Math 6 (Advanced)
Deehan, Megan	1063247	7/1/2016	6/30/2019		Elem Ed K-6	Science Teacher	20020400, 20020500	Science I
Harold, Elise	1153999	7/1/2016	6/30/2021		Social Science 6-12	Science Teacher	20020700, 20020800	Science 2 (Advanced)
Eliazar, Jennyflore	1328289	7/1/2016	6/30/2019		Biology 6-12, Chemistry 6-12	Science Teacher	20021000, 10070000	Science 3/ Speech & Debate
Solomon, Rebecca	817011	7/1/2017	6/30/2022		Elem Ed K-6, Mathematics 5-9	Math Teacher	12050400, 12050500	Math 7 (Advanced)
Zetrene, Yvette	1125894	7/1/2014	6/30/2019		Social Science 6-12	Social Studies Teacher	21090100, 21090200	World History (Advanced)
Thomas, Ernet	1287052	9/1/2015	9/1/2018		English 6-12	Reading Teacher	10000100	Intensive Reading
Zeller, Elliot	896125	7/1/2017	6/30/2022		English 6-12, Social Science 6-12	Elective	10070000	Speech & Debate
Salganik, Leah	1327145	11/10/2016	11/10/2019		Chemistry 6-12	Science Teacher	20021000, 20021100	Science 3 (Advanced)
Lobar, Lance	847300	7/1/2013	6/30/2018		Mathematics 5-9, Mathematics 6-12	Math Teacher	12040000	Intensive Reading
Breton, Jason	1014461	7/1/2014	6/30/2019		Mathematics 5-9, Physical Ed. K-12	Math Teacher	12050700, 1200330M	Pre-Algebra, Algebra II
Roberts, James	849716	7/1/2013	6/30/2018		Mathematics 5-9, Social Science 6-12	Math Teacher	1200310M	Algebra I
Torres, Yesenia	1226045	12/14/2016	10/28/2019		Physical Education K-12	Physical Ed	15082000, 15084000, 03000000, 03000100	Physical Education, Dance I & II
Turner, Marissa	1135107	7/1/2016	6/30/2021		Elem Ed K-6, ESE K-12	ESE Specialist	78100110, 78100110, 22003005	ACCESS Language Arts, ACCESS Math, Study Hall

Grade Level(s) Assigned	Out-of-Field for course?	Date Out-of-Field Agreement Approved by Board	(NCLB) Highly Qualified for Course?	If "Yes" for Highly Qualified, Indicate Method
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
7th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
7th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
7th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	N/A (for subjects not considered "core" per NCLB - refer to web site)
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
7th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
6th - 8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)
8th	No		Yes	holds FL cert in subject (accept w/out additional doc for spec subjects/grade levels - refer to NCLB charts)

Organizational Performance Appendix

Appendix S

Copy of Teacher and Administrative Evaluation Tool

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

HEATHER PARENTE, DIRECTOR
EMPLOYEE EVALUATIONS
OFFICE OF TALENT DEVELOPMENT

PHONE: 754-321-5067 **FACSIMILE: 754-321-5092**

November 8, 2016 **Signature on File**

TO**:** Jody Perry, Director
Charter Schools Management/Support

FROM**:** Heather Parente, Director
Employee Evaluations

SUBJECT**:** **APPROVED CHARTER SCHOOL TEACHER AND PRINCIPAL EVALUATION SYSTEM**

The Department of Education has communicated to all LEAs that districts are responsible for Teacher and Principal Evaluation systems. To that end, the Employee Evaluations Department of The School Board of Broward County, Florida, has reviewed the plans submitted for the Teacher and Principal Evaluation Systems.

The Employee Evaluations Department has found the ***Somerset Academy Broward Developmental Evaluation System (S.A.D.E.S.)*** for Teachers and the ***Somerset Assessment for Broward School Administrators*** **(S.A.S.A.)** to meet the approval status:

X **Approved**

This submission includes the following locations:

Somerset Academy	5141	
Somerset Academy Middle School	5151	
Somerset Academy High School	5221	
Somerset Arts Conservatory	5396	
Somerset Academy (Miramar Campus)	5405	
Somerset Academy Middle School (Miramar Campus)	5406	
Somerset Academy Miramar South	5054	
Somerset Academy (Davie)	5211	
Somerset Academy East Preparatory	5391	
Somerset Academy Hollywood	5387	
Somerset Academy Village	5004	
Somerset Academy Village Charter Middle School	5002	

Somerset Preparatory Academy Charter School at North Lauderdale	5003	
Somerset Preparatory Academy Charter High School at North Lauderdale	5006	
Somerset Academy Neighborhood School	5021	
Somerset Preparatory Academy Charter Middle School	5441	
Somerset Academy Hollywood Middle School	5419	
Somerset Academy Charter High School	5007	
Somerset Pines Academy	5030	
Somerset Academy Pompano	5388	
Somerset Academy Key Charter Middle School	5413	
Somerset Academy Key Charter High School	5224	

Please note that the schools maintain responsibility for the following:

- The Department of Education provides updates as to the components required for the evaluation systems in order to be in compliance with FSS 1012.33, 1012.335, 1012.34, 1012.341, as well as any other Statutes related to the evaluation system.

- Schools are required to revise and resubmit the evaluation systems for their location(s) based on any requirements set by the Department of Education for the 2016-2017 school year.

- Schools are to post their approved evaluation systems on a website accessible to the public and provide The Charter School Office and The Employee Evaluations Department with their URL address.

If you have any questions, please call Heather Parente, Director, Employee Evaluations, at 754-321-5067.

HP:kdp

c. Rhonda Stephanik, Coordinator, Charter Schools Management/Support

Exhibit A – Somerset Academy Schools in Broward County, Florida

Somerset Academy	5141
Somerset Academy Middle School	5151
Somerset Academy High School	5221
Somerset Arts Conservatory	5396
Somerset Academy (Miramar Campus)	5405
Somerset Academy Middle School (Miramar Campus)	5406
Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054
Somerset Academy (Davie)	5211
Somerset Academy East Preparatory	5391
Somerset Academy Hollywood (fka Pompano North)	5387
Somerset Academy Village	5004
Somerset Academy Village Charter Middle School	5002
Somerset Preparatory Academy Charter School at North Lauderdale	5003
Somerset Preparatory Academy Charter High School at North Lauderdale	5006
Somerset Academy Neighborhood School	5021
Somerset Preparatory Academy Charter Middle School	5441
Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419
Somerset Academy Charter High School (Miramar Campus)	5007
Somerset Pines Academy	5030
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Somerset Academy Key Charter Middle School	5413
Somerset Academy Key Charter High School.	5224

Somerset Academy Broward Schools

S.A.D.E.S.



Somerset Academy Broward Developmental Evaluation System

Effective: September 2017

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1. Performance of Students

Student Performance Measures

For the Student Performance measure for teachers, the charts below display the assessments to be used in 2017-18. For the assessments covered by the State's VAM Models, VAM scores will be used for the Student Performance measure for the appropriate teachers. For the assessments not covered by the State's VAM Models (displayed in the chart below), local growth models will be developed to classify teachers as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be u sed for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available and agreed upon. If less than the three most recent years of data are available and agreed upon, those years for which data are available will be used. Newly hired classroom teachers will utilize the same methodologies described above for the final evaluation. For the newly hired teachers' first evaluation, Somerset Broward will allow the site-based administrator to determine the appropriate Student Performance measure weighted at 35%, as state-issued student performance data is not available at the time of the first evaluation.

(The aforementioned Student Performance Measure for teachers was approved by the Somerset Governing Board for use in the 2017-18 school year, and will be approved annually in compliance with state statute for all instructional personnel).

Elementary School		
Teacher Type	**Assessment**	**Methodology**
4th-5th Grade FSA Reading/Math Teachers	FSA	State VAM
4th-5th Grade Non-FSA Teachers	FSA	Local Growth Model
5th Grade FCAT Science Teachers	FCAT Science	Local Growth Model
3rd Grade Teachers	FSA	Local Growth Model
2nd Grade Teachers	Running Records and/or local end-of-year Primary Reading Test (PRT)	Local Growth Model
1st Grade Teachers	Running Records and/or local end-of-year Primary Reading Test (PRT)	Local Growth Model
Kindergarten Teachers	Early Literacy Skills Checklist	Local Growth Model
Pre-K Teachers	Teaching Strategies Gold	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

Middle School		
Teacher Type	**Assessment**	**Methodology**
6th-8th Grade FSA Reading/Math Teachers	FSA	State VAM
6th-8th Grade Non-FSA Teachers	FSA	Local Growth Model
8th Grade Algebra I Teachers	Algebra I EOC	State VAM
8th Grade FCAT Science Teachers	FCAT Science	Local Growth Model
7th Grade Algebra I Teachers	Algebra I EOC	Local Growth Model
Civics Teachers	Civics EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

High School		
Teacher Type	**Assessment**	**Methodology**
9th-10th Grade FSA Reading Teachers	FSA	State VAM
9th-10th Grade Non-FSA Teachers	FSA	Local Growth Model
9th Grade Algebra I Teachers	Algebra I EOC	State VAM
Algebra 2 Teachers	Algebra 2 EOC	Local Growth Model
Biology Teachers	Biology EOC	Local Growth Model
Geometry Teachers	Geometry EOC	Local Growth Model
U.S. History Teachers	US History EOC	Local Growth Model
Advanced Placement Teachers	AP Test	Local Growth Model
IB Teachers	IB test	Local Growth Model
AICE Teachers	AICE test	Local Growth Model
Florida Standards Alternate Assessment (FSAA) Teachers	FSAA	Local Growth Model
Remaining Classroom Teachers	SAT, ACT, or Local Assessment	Local Growth Model
Non-Classroom Teachers (with assigned students)	Appropriate assessment(s) from those above	Appropriate methodology from those above
Non-Classroom Teachers (school responsibility)	FSA	State VAM

The Student Performance Rating will then be determined utilizing the appropriate methodology. Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective - 4 points
Effective - 3 points
Needs Improvement - 2 points
Unsatisfactory - 1 point

This Student Performance Rating (**worth 35%**) will then be combined with the Instructional Practice (**60%**) and Deliberate Practice Rating (**5%**) to determine a teacher's Overall Evaluation Rating. The Somerset Academy Inc. Governing Board, at its discretion, may change the percentages assigned to each areas rating in compliance with state statute, upon board action.

2. Instructional Practice

The Somerset Academy Developmental Evaluation System (SADES) for Somerset Academy schools located in Broward County will foster high quality instruction and increase student achievement. This will be monitored through the use of Instructional Practice and Student Performance Scores.

EVALUATION RATINGS

Determining Employee SADES Ratings
A multiple step process in the specific order listed below determines employee ratings. The Instructional Practice Rating is comprised of this score.

The Instructional Practice Score addresses overall proficiency as it relates to the SADES instrument. It reflects the continued use of key strategies implemented by the employee. The Instructional practice score will count for 60% of the teachers' overall evaluation. The Somerset Academy Inc. Governing Board, at its discretion, may change the Instructional Practice Score percentage assigned in compliance with state statute, upon board action annually.

Rating Key Strategies
Each observed key strategy is individually rated as a part of the conference/observation/summative evaluation process. In accordance with Florida Statute, the key strategies are rated as:

Highly Effective - Collected evidence supports this rating when the employee exceeds the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at four (4) points and noted within SADES as Innovating.

Effective – Collected evidence supports this rating when the employee meets the standard (as defined on the Domain Long Form) for effective professional practice in the observed area. This rating is valued at three (3) points and noted as Applying or (2.5) points, noted as Developing.

Needs Improvement – Collected evidence supports this rating when the employee partially implements strategies in the observed area on an inconsistent basis. This rating is valued at two (2) points, noted as Beginning.

Unsatisfactory – Collected evidence supports this rating when the employee regularly fails to implement the strategy or regularly uses it incorrectly in the observed area. This rating is valued at one (1) point, noted as Not Using.

Classroom teachers and other instructional personnel evaluation ratings are based upon the following:

Employee instructional practices as observed and evaluated in the assigned work environment and based on the Florida Educator Accomplished Practices. These include evaluation criteria included in SADES conferences, observation and summative evaluation instruments. The final Instructional Practice Rating is determined in the manner described below in compliance with Florida Statutes. Observed instructional practices are based on the Marzano Focused Teacher Evaluation Model and are divided into four areas. Each area is further divided into key strategies on the summative evaluation form. Below are the areas with the number of key strategies in parentheses:

1. Standards-Based Planning (3)
2. Standards- Based Instruction (10)
3. Conditions for Learning (7)
4. Professional Responsibilities (3)

Determining Instructional Practice Score for Classroom and Non-Classroom Teachers:

The following four-step process is used to determine an employee instructional practice score.

Step 1: The evaluator rates each of the observed Elements within SADES. There are four areas and a total of twenty three elements. The ratings for each element are valued as follows: Innovating – 4, Applying – 3, Developing 2, Beginning – 1, and Not Using – 0.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four areas.

Step 3: For each area, the percentage of the total amount of datamarks is determined. The Domains weights are as follows:

- Standards-Based Planning- 13%
- Standards- Based Instruction- 44%
- Conditions for Learning- 30%
- Professional Responsibilities- 13%

Step 4: After weights from Step 3 are applied, the Instructional Practice is scored per the scale below.

Status Score	**Rating Scale:**
Highly Effective	**3.450 – 4.000**
Effective	**2.500 – 3.449**
Needs Improvement	**2.000 – 2.499**
Unsatisfactory	**1.000 – 1.999**

All classroom observations and data discussions must be conducted at the end of the evaluation period for all teachers. In an end-of-year interim evaluation conference, the Principal/Designee will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed in detail with the instructional staff member and a full explanation of the rating will be given.

SOMERSET BROWARD EVALUATION FRAMEWORK

Somerset Academy utilizes the Marzano Focused Teacher Evaluation Model, which has been approved by the Florida Department of Education (DOE) as its state model. The Marzano Focused Teacher Evaluation Model is based on a number of previous related works including, What Works in Schools (Marzano, 2003), Classroom Instruction That Works (Marzano, Pickering, & Pollock, 2001) Classroom Management That Works (Marzano, Pickering, & Marzano, 2003), Classroom Assessment and Grading That Work (Marzano, 2006), The Art and Science of Teaching (Marzano, 2007), and Effective Supervision: Supporting the Art and Science of Teaching (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four areas:

- Standards-Based Planning- 13%
- Standards- Based Instruction- 44%
- Conditions for Learning- 30%
- Professional Responsibilities- 13%

In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies (http://www.marzanoresearch.com/documents/ResearchBaseforMarzano_Model08-24-11.pdf). A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.

Standards- Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

Standards-Based Instruction

- Identifying Critical Content from the Standards
  (Required evidence in every lesson)
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences

- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Conditions for Learning

- Using Formative Assessment to Track Packages
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student- Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Professional Responsibilities

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

The Focused Model leverages prior training and honors the work of teachers and administrator already using the Marzano Teacher Evaluation Model. We believe the Focused Model provides greater clarity of expectations for both teachers and observers, improves the focus on key pedagogical principles, and significantly improves ease of adoption and use. Below you will find the crosswalk that correlates Marzano Focused Teacher Evaluation Model and the 2014 Marzano TeacherEvaluation Model.

Crosswalk:
Marzano Focused Teacher Evaluation Model & 2014 Marzano Teacher Evaluation Model

Marzano Focused Teacher Evaluation Model	2014 Marzano Teacher Evaluation Model
Standards-Based Planning	
Planning Standards-Based Lessons/Units	1 – Providing Rigorous Learning Goals and Performance Scales (Rubrics) 9 – Chunking Content into "Digestible Bites" 42 – Effective Scaffolding of Information within Lessons 43 – Lessons with Units 44 – Attention to Established Content Standards
Aligning Resources to Standard(s)	45 – Use of Available Traditional Resources 46 – Use of Available Technology
Planning to Close the Achievement Gap Using Data	47 – Needs of English Language Learners 48 – Needs of Students Receiving Special Education 49 – Needs of Students Who Lack Support for Schooling
Standards-Based Instruction	
Identifying Critical Content from the Standards	6 – Identifying Critical Content 9 – Chunking Content into "Digestible Bites"
Previewing New Content	8 – Previewing Content
Helping Students Process New Content	10 – Helping Students Process New Content 12 – Helping Students Record and Represent Knowledge
Using Questions to Help Students Elaborate on Content	11 – Helping Students Elaborate on New Content
Reviewing Content	14 – Reviewing Content
Helping Students Practice Skills, Strategies, and Processes	16 – Using Homework 19 – Helping Students Practice Skills, Strategies, and Processes
Helping Students Examine Similarities and Differences	17 – Helping Students Examine Similarities and Differences
Helping Students Examine Their Reasoning	18 – Helping Students Examine Their Reasoning
Helping Students Revise Knowledge	13 – Helping Students Reflect on Learning 20 – Helping Students Revise Knowledge
Helping Students Engage in Cognitively Complex Tasks	22 – Engaging in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
Conditions for Learning	
Using Formative Assessment to Track Progress	2 – Tracking Student Progress
Providing Feedback and Celebrating Success	2 – Tracking Student Progress 3 – Celebrating Success
Organizing Students to Interact with Content	7 – Organizing Students to Interact with New Content 15 – Organizing Students to Practice and Deepen Knowledge 21 – Organizing Students for Cognitively Complex Tasks 23 – Providing Resources and Guidance for Cognitively Complex Tasks
Establishing and Acknowledging Adherence to Rules and Procedures	4 – Establishing Classroom Routines 5 – Organizing the Physical Layout of the Classroom 33 – Demonstrating "Withitness" 34 – Applying Consequences for Lack of Adherence to Rules and Procedures 35 – Acknowledging Adherence to Rules and Procedures
Using Engagement Strategies	24 – Noticing When Students are Note Engaged 25 – Using Academic Games

	26 – Managing Response Rates 27 – Using Physical Movement 28 – Maintaining a Lively Pace 29 – Demonstrating Intensity and Enthusiasm 30 – Using Friendly Controversy 31 – Providing Opportunities for Students to Talk About Themselves 32 – Presenting Unusual of Intriguing Information
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	36 – Understanding Students' Interests and Backgrounds 37 – Using Verbal and Nonverbal Behaviors that Indicate Affection for Students 38 – Displaying Objectivity and Control
Communicating High Expectations for Each Student to Close the Achievement Gap	39 – Demonstrating Value and Respect for Low Expectancy Students 40 – Asking Questions of Low Expectancy Students 41 – Probing Incorrect Answers with Low Expectancy Students
Professional Responsibilities	
Adhering to School/District Policies and Procedures	59 – Adhering to District and School Rules and Procedures 60 – Participating in District and School Initiatives
Maintaining Expertise in Content and Pedagogy	50 – Identifying Areas of Pedagogical Strength and Weakness 51 – Evaluating the Effectiveness of Individual Lessons and Units 52 – Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors 53 – Developing a Written Growth and Development Plan 54 – Monitoring Progress Relative to the Professional Growth and Development Plan
Promoting Teacher Leadership and Collaboration	55 – Promoting Positive Interactions with Colleagues 56 – Promoting Positive Interactions about Students and Parents 57 – Seeking Mentorship for Areas of Need or Interest 58 – Mentoring Other Teachers and Sharing Ideas and Strategies

The following optional chart is provided to display the crosswalk of Somerset Broward's evaluation framework to the Florida Educator Accomplished Practices.

Alignment to the Florida Educator Accomplished Practices (FEAPs)	
Practice	Evaluation Indicators
1. Instructional Design and Lesson Planning Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards 2.2**Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
c. Designs instruction for students to achieve mastery;	**2.2 Planning and Preparing for Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** C 2 Organizing to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
d. Selects appropriate formative assessments to monitor learning;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
e. Uses diagnostic student data to plan lessons; and,	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from environments that offer little support for schooling **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students 3.1**Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) 3.2**Developing a Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan **4.1 Promoting a Positive Environment** 4.1.1 Promoting positive interaction with colleagues

	4.1.2 Promoting positive interactions with students and parents **4.2 Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies **4.3 Promoting School Development** 4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiatives
f. Develops learning experiences that require students to demonstrate a variety of applicable skills andcompetencies.	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Content** C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
2. The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **2.3 Planning and Preparing or Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 4 Established classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 13 Understanding students' interest and backgrounds EOS 10 Demonstrating "withitness" EOS 15 Displaying objectivity and control
b. Manages individual and class behaviors through a well-planned management system;	**Routine Events** RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for the lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 15 Revising knowledge
c. Conveys high expectations to all students;	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success **Content** C1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
d. Respects students' cultural linguistic and familybackground;	**Routine Events** RE 2 Tracking student progress RE 3 Celebrating success

	Content C 1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
e. Models clear, acceptable oral and written communication skills;	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures
f. Maintains a climate of openness, inquiry, fairness and support;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 1 Identifying critical content **Enacted on the Spot** EOS 6 Demonstrating intensity and enthusiasm EOS 14 Using verbal and nonverbal behavior that indicate affection for students EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students OS 18 Probing incorrect answers with low expectancy students
g. Integrates current information and communication technologies;	2.2**Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
h. Adapts the learningenvironment to accommodate the differing needs and diversity of students; and	2.1. **Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards ~~**Routine Events**~~ RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **4.2. Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies **Content** C 1 Identifying critical content C 2 Organizing students to interact with new content C 10 Organizing students to practice and deep new knowledge C 16 Organizing students for cognitively complex tasks **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot**

	EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 12 Acknowledging adherence to rules and procedures EOS 13 Understanding students' interests and backgrounds EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
3. Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons; b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; c. Identify gaps in students' subject matter knowledge; d. Modifyinstruction to respond to preconceptions or misconceptions;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lesson 2.1.2~~Planning and preparing for lessons within units~~ that progress towards a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, ~~video tapes)~~ 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners ~~2.3.2 Planning and preparing for the needs of special educa~~tion students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success RE 4 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" C 5 Processing new content C 7 Recording and representing knowledge C 9 Reviewing content C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitive complex tasks involving hypothesis generation and testing C 18 Providing resources and guidance for cognitively complex task **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual and intriguing information EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 13 Understanding students' interests and background EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
e. Relate and integrate the subject matter with other	2.1**Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards

disciplines and life experiences;	2.2**Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer 2.3 **Planning and Preparing for Special Needs Students** 2.3.1Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** Re 1 Providing rigorous learning goals and scales RE 2 Tracking student progress Re 3 Celebrating success Re 4 Establishing classroom rules and procedures RE 5 Organizing the physical layout of the classroom **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 5 Maintaining a lively pace EOS 6 Demonstrating intensity and enthusiasm EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures EOS 14 Using verbal and nonverbal behaviors that indicate affection for students EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students **4.2. Promoting Exchange of Ideas and Strategies** 4.2.2 Mentoring other teachers and sharing ideas and strategies
f. Employ higher-order questioning techniques;	**Content** C 1 identifying critical content C 5 Processing new content C 6 Elaborating on new content C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content C 12 Examining similarities C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge **Enacted on the Spot** EOS 3 Managing response rates EOS 7 Using friendly controversy
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating success **Content** C 2 Organizing students to interact with new content C 10 Organizing students to practice and deepen knowledge C 16 Organizing students for cognitively complex tasks
h. Differentiate instruction based on an assessment of student learning	2.1 **Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards

needs and recognition of individual differences in students;	**2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available traditional resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to- one computer **2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** EOS 13 Understanding students' interests and backgrounds
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	**2.1 Planning and Preparing for Lessons and Units** 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Establishing classroom rules and procedures **Content** C 1 Identifying critical content C 3 Previewing new content C 4 Chunking content into "digestible bites" **Enacted on the Spot** EOS 10 Demonstrating "withitness" EOS 11 Applying consequences for lack of adherence to rules and procedures
j. Utilize student feedback to monitor instructionalneeds and to adjust instruction.	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for the needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for school **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and background
4. Assessment The effective educator consistently:	
a. Analyzes and applies data from multipleassessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content **2.2 Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer **2.3Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success RE 4 Establishing classroom rules and procedures **Content** C 2 Organizing students to interact with new content C 3 Managing response rates C 5 Processing new content C 6 Elaborating on new content C 7 Recording and representing knowledge C 8 Reflecting on learning C 9 Reviewing content

	C 10 Organizing students to practice and deepen knowledge C 12 Examining similarities and differences C 13 Examining errors in reasoning C 14 Practicing skills, strategies, and processes C 15 Revising knowledge C 16 Organizing students for cognitively complex tasks C 17 Engaging students in cognitively complex tasks involving hypothesis testing C 18 Providing resources and guidance for cognitively complex tasks **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 2 Using academic games EOS 3 Managing response rates EOS 4 Using physical movement EOS 5 Maintaining a lively pace EOS 7 Using friendly controversy EOS 8 Provide opportunities for students to talk about themselves EOS 9 Presenting unusual or intriguing information EOS 10 Demonstrating "withitness" EOS 13 Understanding students' interests and backgrounds EOS 15 Displaying objectivity and control EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students EOS 18 Probing incorrect answers with low expectancy students
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	**2.1 Planning and Preparing for Lessons and Units** 2.1.1 Planning and preparing for effective scaffolding within lessons 2.1.2 Planning and preparing for lessons within units that progress toward a deep understanding and transfer of content 2.1.3 Planning and preparing for appropriate attention to established content standards **Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
c. Use a variety of assessment tools to monitor student progress, achievement and learning gains;	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	**2.3 Planning and Preparing for Special Needs Students** 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Enacted on the Spot** EOS 1 Noticing when students are not engaged EOS 3 Managing response rates EOS 5 Maintaining a lively pace EOS 8 Provide opportunities for students to talk about themselves EOS 13 Understanding students' interests and backgrounds
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	**Routine Events** RE 1 Providing rigorous learning goals and performance scales RE 2 Tracking student progress RE 3 Celebrating Success **Enacted on the Spot** EOS 3 Managing response rates
f. Applies technology to organize and integrateassessment information.	2.2**Planning and Preparing for the Use of Materials and Technology** 2.2.1 Planning and preparing for the use of available resources for upcoming units and lessons (e.g., manipulatives, video tapes) 2.2.2 Planning for the use of available technology such as interactive white boards, voting technologies and one-to-one computer
5. Continuous Professional Improvement The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of	**2.3 Planning and Preparing for Special Needs Students** 2.3.1 Planning and preparing for needs of English language learners 2.3.2 Planning and preparing for the needs of special education students 2.3.3 Planning and preparing for the needs of students who come from home environments that offer little support for schooling **Routine Events** RE 2 Tracking student progress

instruction based on students' needs; b. Examines and uses data-informed research to improve instruction and studentachievement; c. Uses a variety of data,independently, and in collaboration with colleagues, to evaluatelearning outcomes, adjust planning and continuouslyimprove the effectiveness of the lessons; d. Collaborates with the home, school and larger communities to foster communicationand to support student learning and continuous improvement; e. Engages in targeted professional growth opportunities and reflective practices; and, f. Implements knowledge and skills learned in professional development in the teaching and learning process.	RE 3 Celebrating Success **Content** C 11 Homework **Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students **3.1 Evaluating Personal Performance** 3.1.1 Identifying specific areas of pedagogical strength and weakness 3.1.2 Evaluating the effectiveness of individual lessons and units 3.1.3 Evaluating the effectiveness of specific pedagogical strategies and behaviors across different categories of students (i.e., different socio-economic groups, different ethnic groups) **3.2Developing a Professional Growth Plan** 3.2.1 Developing a written growth plan 3.2.2 Monitoring progress relative to the professional growth plan 4.1**Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents 4.2**Promoting Exchange of Ideas and Strategies** 4.2.1 Seeking mentorship for areas of need and interest 4.2.2 Mentoring other teachers and sharing ideas and strategies 4.3**Promoting School Development** 4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiative
6. Professional Responsibility and Ethical Conduct	
Understanding that educators are held to a high moral standard in a community, the effectiveeducator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	**Enacted on the Spot** EOS 16 Demonstrating value and respect for low expectancy students EOS 17 Asking questions of low expectancy students 4.1**Promoting a Positive Environment** 4.1.1 Promoting positive interactions with colleagues 4.1.2 Promoting positive interactions with students and parents 4.3**Promoting School Development** 4.3.1 Adhering to school rules and procedures 4.3.2 Participating in school initiative

SADES PROCEDURES FOR CLASSROOM AND NON-CLASSROOM TEACHERS

Required Evaluations
Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed staff.

Data Collection
The following techniques are used to gather data on employee performance. Evaluators use multiple techniques to understand actual performance and develop performance ratings.

Observations: A variety of classroom observation techniques based on Dr. Robert Marzano's system are incorporated into the instrument. Although the principal, designee, or other trained evaluator typically initiates observations, the employee may request additional observations.

Informal classroom observations: Informal observations are made periodically by the principal, designee, or other trained evaluator. Such observations may be announced or unannounced and are 15-25 minutes in duration.

Formal classroom observations: Formal observations are primarily initiated by the principal, designee, or other trained evaluator. Employees may, however, request a formal observation and all such requests will be honored. These are not less than 30 minutes in duration. Formal observations may be announced or unannounced.

Walkthrough Observations: Walkthrough observations may be announced or unannounced. Such observations may occur inside or outside the classroom and are 3-10 minutes in duration. The purpose of such observations is to allow trained evaluators to gather information regarding instructional practices and behaviors on a regular basis.

Meetings: A variety of meetings, based on Dr. Robert Marzano's system, are incorporated into the instrument.

> **Pre-Conference**: One pre-conference must be offered to every classroom teacher, prior to one formal observation. For probationary/first year teachers/new to Somerset Academy schools in Broward County, it is a face-to-face pre-conference. For experienced teachers, the teacher may complete Pre-Conference Form A or B, or may request a face-to-face pre-conference.
> **Post-Conference:** A post-conference is required after every formal observation within ten workdays.
>
> **Meetings**: For non-classroom teachers, that are not able to be observed in a teaching capacity, administrators may hold meetings in order to rate the employee on his/her practices.

Meeting Reviews for Non-Classroom Probationary Teachers
Probationary teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment (BSA), DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Either a site-based administrator or designee will conduct

data reviews. Probationary teachers will receive feedback on their performance during each meeting review.

Meeting Reviews for Non-Classroom Teachers

Non-Classroom teachers will receive a minimum of two meeting reviews. Student performance data will be discussed/shared as a regular part of the review process. Types of student performance data that may be included in the data discussions are Benchmark Assessment Tests (BAT), mini-BATs, DAR, STAR, Accelerated Reader, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback during each meeting review.

Learning Sciences MARZANO CENTER

LEARNING MAP, SCALES AND EVIDENCES

for the MARZANO FOCUSED TEACHER EVALUATION MODEL

Prepared by
Learning Sciences Marzano Center

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Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

STANDARDS-BASED INSTRUCTION

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Somerset Academy Key Charter Middle School #5413

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

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Marzano Focused Teacher Evaluation Model

STANDARDS-BASED PLANNING	0	1	2	3	4
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	0	1	2	3	4
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	0	1	2	3	4
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	0	1	2	3	4
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

Aligning Resources to Standard(s)

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Planning Evidence

- ☐ Plans identify how to use traditional resources such as text books, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ☐ Plans integrate a variety of text types (structures)
- ☐ Plans incorporate nonfiction text
- ☐ Plans identify Standards for Mathematical Practice to be applied
- ☐ Plans identify how available technology will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)
- ☐ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan

Example Implementation Evidence

- ☐ Traditional resources are appropriately aligned to grade level standards
  - Text books
  - Manipulatives
  - Primary source materials
- ☐ Digital resources are appropriately aligned to grade level standards
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - One-to-one computers
  - Social networking sites
  - Blogs
  - Wikis
  - Discussion boards
- ☐ Planned student assignments/work incorporate the use of traditional and/or digital resources, and facilitate learning of the standards
- ☐ Planned student assignments/work incorporate the use of a variety of text types (including structures and nonfiction) and resources at the appropriate level of text complexity
- ☐ Planned student assignments/work require reasoning and explaining, modeling and using tools, seeing structure and generalizing of mathematics
- ☐ Planned resources include those specific to students' culture
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Teacher plan does not include traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons that do not support the lesson.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units *and* lessons and provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Planning Evidence

- ☐ Plans include a process for helping students track their individual progress on learning targets
- ☐ Plans specify accommodations and/or adaptations for individual EL or groups of students
- ☐ Plans specify accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP)
- ☐ Plans specify accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Plans cite the data and rationale used to identify and incorporate accommodations
- ☐ Plans include potential instructional adjustments that could be made based on student evidence/data
- ☐ Plans take into consideration equity issues (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ☐ Plans take into consideration how to communicate with families with diverse needs (i.e. English is a second language, cultural considerations, deaf and hearing impaired, visually impaired, etc.)
- ☐ Productive changes are made to lesson plans in response to formative assessment (monitoring)
- ☐ A coherent record-keeping system is developed and maintained on student learning

Example Implementation Evidence

- ☐ Planned student assignments/work reflect accommodations and/or adaptations used for individual students or sub-groups (e.g. EL, gifted, etc.) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for individual or groups of students receiving special education according to the Individualized Education Plan (IEP) at the appropriate grade level targets
- ☐ Planned student assignments/work reflect accommodations and/or adaptations for students who appear to have little support for schooling
- ☐ Planned student assignments/work show students track their individual progress on learning targets
- ☐ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ☐ Information about student progress is regularly sent home
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Attempts to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* provides evidence of data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.	Helps others by sharing evidence of using data showing that each student (including English learners [EL], exceptional education students, gifted and talented, socio-economic status, ethnicity) makes progress towards closing the achievement gap.

Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Previewing New Content

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ☐ Use preview questions before instruction or a teacher-directed activity
- ☐ Use K-W-L strategy or variation
- ☐ Provide advanced organizer (e.g. outline, graphic organizer)
- ☐ Facilitate a student brainstorm
- ☐ Use anticipation guide or other pre-assessment activity
- ☐ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ☐ Use digital resources and/or other media to help students make linkages to new content
- ☐ Use cultural resources to facilitate students making a link from what they know to the new content
- ☐ Facilitate identification of previously seen mathematical patterns or structures

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ☐ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ☐ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationship between prior content and new content
- ☐ Explain linkages with prior knowledge in individual or group work
- ☐ Make predictions about new content
- ☐ Summarize the purpose for new content
- ☐ Explain how prior standards or learning targets link to the new content
- ☐ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Process New Content

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Break content into appropriate chunks
- ☐ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ☐ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
  - Questioning
- ☐ Facilitate group members in summarizing and/or generating conclusions
- ☐ Facilitate recording and representing new knowledge
- ☐ Facilitate the conceptual understanding of critical concepts
- ☐ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ☐ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ☐ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Discuss and answer questions about the new content in groups
- ☐ Generate conclusions about the new content in group or written work
- ☐ Actively discuss the new content in groups
- ☐ Summarize or paraphrase the just learned content
- ☐ Record and represent new knowledge
- ☐ Make predictions about what they expect to learn next
- ☐ Summarize or draw conclusions from complex text and its academic language
- ☐ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task to appropriate chunk of content
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Questions to Help Students Elaborate on Content

Focus Statement: Teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use a linear sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Ask detail questions
- ☐ Ask category questions
- ☐ Ask elaboration questions (i.e. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Ask students to provide evidence (i.e. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Model the process of using evidence to support elaboration
- ☐ Model processes and proficiencies to support mathematical elaboration
- ☐ Model implementation of appropriate wait time when questioning

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students accurately elaborate on content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ☐ **Use Response Methods** to monitor that students accurately elaborate on content
- ☐ **Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Rephrase questions/scaffold questions
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a linear sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a linear sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Reviewing Content

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Begin lesson with a brief review of previously taught content
- ☐ Use a scaffolding process to systematically show the cumulative nature of the content
- ☐ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise
  - Warm-up activity
- ☐ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know the previously taught critical content
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ☐ **Use Response Methods** to monitor that students know the previously taught critical content
- ☐ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ☐ Summarize the cumulative nature of the content
- ☐ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ☐ Explain previously taught concepts
- ☐ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Practice Skills, Strategies, and Processes

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model how to execute the skill, strategy, or process
- ☐ Model mathematical practices
- ☐ Model how to reason, problem solve, use tools, and generalize
- ☐ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ☐ Guide students to generate and manipulate mental models for skills, strategies, and processes
- ☐ Employ "worked examples" or exemplars
- ☐ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ☐ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ☐ Provide opportunity for students to increase fluency and accuracy
- ☐ Provide opportunity for purposeful homework

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ☐ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Execute or perform the skill, strategy, or process with increased confidence
- ☐ Execute or perform the skill, strategy, or process with increased competence
- ☐ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ☐ Explanation of mental models reveals understanding of the strategy or process
- ☐ Use problem-solving strategies based on their purpose and unique characteristics
- ☐ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ☐ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Similarities and Differences

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use comparison activities to examine similarities and differences
- ☐ Use classifying activities to examine similarities and differences
- ☐ Use analogy activities to examine similarities and differences
- ☐ Use metaphor activities to examine similarities and differences
- ☐ Use culturally relevant activities to help students examine similarities and differences
- ☐ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ☐ Use activities to generate and manipulate mental images that deepen knowledge to examine similarities and differences
- ☐ Ask students to summarize what they have learned from the activity
- ☐ Ask students to linguistically and nonlinguistically represent similarities and differences
- ☐ Ask students to explain how the activity has added to their understanding
- ☐ Ask students to make conclusions after the examination of similarities and differences
- ☐ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ☐ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ☐ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Comparison and classification artifacts indicate deeper understanding of content
- ☐ Analogy and/or metaphor artifacts indicate deeper understanding of content
- ☐ Response to questions indicate examining similarities and differences has deepened understanding of content
- ☐ Make conclusions after examining evidence about similarities and differences
- ☐ Present evidence to support their explanation of similarities and differences
- ☐ Artifacts/student work examining similarities and differences involve culturally relevant content, when appropriate
- ☐ Artifacts/student work indicate students have used digital and traditional resources to support examination of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Examine Their Reasoning

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Model the process of making and supporting a claim
- ☐ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ☐ Ask students to examine logic of their errors in procedural knowledge when problem solving
- ☐ Ask students to provide evidence (i.e. textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- ☐ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ☐ Guide students to understand how their culture impacts their thinking
- ☐ Ask students to summarize new insights resulting from analysis of multiple texts/resources
- ☐ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ☐ Analyze errors to identify more efficient ways to execute processes or procedures
- ☐ Facilitate use of resources at the appropriate level of text complexity to find credible and relevant information to support analysis of logic or reasoning
- ☐ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Ask students to examine logic of a response (e.g. group talk, peer revisions, debates, inferences, etc.)

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ☐ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ☐ Explain the overall structure of an argument presented to support a claim
- ☐ Articulate support for a claim and/or errors in reasoning within group interactions
- ☐ Explanations involve cultural content
- ☐ Summarize new insights resulting from analysis
- ☐ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ☐ Artifacts/student work indicate students take various perspectives by identifying the reasoning behind multiple perspectives
- ☐ Artifacts/student work indicate students have used textual evidence to support their claim
- ☐ Mathematical arguments and critiques of reasoning are viable and valid
- ☐ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Revise Knowledge

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Ask students to state or record how hard they tried
- ☐ Ask students to state or record what they might have done to enhance their learning
- ☐ Utilize reflection activities to cultivate a growth mindset
- ☐ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ☐ Prompt students to summarize and defend how their understanding has changed
- ☐ Guide students to identify alternative ways to execute procedures
- ☐ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ☐ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ☐ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ☐ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain what they are clear about and what they are confused about
- ☐ Explain what they could have done to enhance their learning
- ☐ Actions and reflections display a growth mindset
- ☐ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ☐ Groups make corrections and/or additions to information previously recorded about content
- ☐ Explain previous errors or misconceptions about content
- ☐ Revisions demonstrate alternative ways to execute procedures
- ☐ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ☐ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Helping Students Engage in Cognitively Complex Tasks

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Based on the prior content and learning, model, coach, and support the process of generating and testing
  - A proposition
  - A proposed theory
  - A hypothesis
- ☐ Provide prompt(s) for students to experiment with their own thinking
- ☐ Observe, coach, and support productive student struggle
- ☐ Ask students to design how they will examine and analyze the strength of support for testing their proposition, theory, or hypothesis
- ☐ Coach students to persevere with the complex task
- ☐ Engage students with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses
  - Navigate digital and traditional resources

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ☐ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ☐ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Explain the proposition, theory, or hypothesis they are testing
- ☐ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ☐ Justify the process used to support the proposition, theory, or hypothesis
- ☐ Precisely explain perseverance with the task with reasoning and conclusions
- ☐ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Utilize different coaching/facilitation techniques
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks, etc.)
- ☐ Ask students to explain their progress toward the learning target
- ☐ Ask students to provide evidence of their progress toward the learning target
- ☐ Facilitate individual conferences regarding use of data to track progress
- ☐ Use formative measures to chart individual and/or class progress towards learning targets using a performance scale
- ☐ Use formative assessment that reflects awareness of cultural differences represented in the classroom

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ☐ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ☐ Describe their status relative to learning targets using the scale (e.g. exit ticket, summary, etc.)
- ☐ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ☐ Demonstrate autonomy in providing evidence of progress on learning targets
- ☐ Responses to formative assessment may involve cultural content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Providing Feedback and Celebrating Progress

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ☐ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ☐ Celebrate as groups make progress toward learning targets
- ☐ Implement a systematic, ongoing process to provide feedback
- ☐ Use a variety of ways to celebrate progress toward learning targets (not general praise)
  - Show of hands
  - Certificate of success
  - Parent notification
  - Round of applause
  - Academic praise
  - Digital media
- ☐ Ensure celebrations involve culturally relevant components
- ☐ Ask students to explain how they use feedback
- ☐ Ask students how celebrations encourage them to continue learning

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

- ☐ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work, etc.)
- ☐ Show signs of pride regarding development of mathematical practices
- ☐ Initiate celebration of individual success, group success, and that of the whole class
- ☐ Use feedback to revise or update work to help meet their learning target
- ☐ Surveys indicate students want to continue making progress
- ☐ Actions and responses indicate the teacher is equitable in providing feedback and/or celebrating progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Utilize new methods to celebrate success
- ☐ Provide additional opportunities to give feedback

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Organizing Students to Interact with Content

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provide guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provide guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilize assignments or tasks at the appropriate taxonomy level of content
- ☐ Provide guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organize students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Establishing and Acknowledging Adherence to Rules and Procedures

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Involve students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teach student self-regulation strategies
- ☐ Use classroom meetings to review and process rules and procedures to ensure equity
- ☐ Remind students of rules and procedures
- ☐ Ask students to restate or explain rules and procedures
- ☐ Provide cues or signals when a rule or procedure should be used
- ☐ Physically occupy all quadrants of the room
- ☐ Scan the entire room, making eye contact with each student
- ☐ Recognize potential sources of disruption and deal with them immediately
- ☐ Proactively address inflammatory situations
- ☐ Consistently exhibit "withitness" behaviors
- ☐ Recognize and/or acknowledge students or groups who follow rules and procedures
- ☐ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as "aware of what is going on" or "has eyes on the back of his/her head"
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify rules and procedures
- ☐ Seek additional student input
- ☐ Reorganize physical layout of the classroom

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Using Engagement Strategies

Focus Statement: Teacher uses engagement strategies to cognitively engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students cognitively engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Take action or use specific strategies to re-engage students
- ☐ Use academic games
- ☐ Manage response rates
- ☐ Use physical movement
- ☐ Maintain a lively pace
- ☐ Use crisp transitions from one activity to another
- ☐ Demonstrate intensity and enthusiasm for the content
- ☐ Use friendly controversy
- ☐ Provide opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students cognitively engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases cognitive engagement
- ☐ Student-centered tasks and processes produce high levels of cognitive engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are cognitively engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Vary engagement technique
- ☐ Reorganize groups
- ☐ Modify task
- ☐ Utilize peer resources
- ☐ Vary resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses engagement strategies to cognitively engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Encourage students to share their thinking and perspectives
- ☐ Seek student input regarding classroom activities and culture
- ☐ Relate content-specific knowledge to personal aspects of students' lives
- ☐ Discuss with students about topics in which they are interested
- ☐ Discuss equity and individual needs of students
- ☐ Use student input and feedback to maintain an academic focus on rigor
- ☐ Build student interests into lessons (i.e. incorporate cultural connections)
- ☐ Use students' personal interests to highlight or reinforce conative skills (e.g. cultivating a growth mindset)
- ☐ Compliment students regarding academic and personal accomplishments
- ☐ Engage in conversations with students about events in their lives outside of school
- ☐ When appropriate, use humor and/or playful dialogue with students
- ☐ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact, etc.)
- ☐ Remain calm in response to inflammatory situations
- ☐ Interact with each student in the same calm and controlled fashion
- ☐ Remain objective and in control by not demonstrating personal offense at student misconduct
- ☐ Celebrate students' individual diversity, uniqueness, and cultural traditions

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ☐ Change behavior when the teacher demonstrates understanding of their interests and diverse backgrounds
- ☐ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ☐ Respond positively to verbal interactions with the teacher
- ☐ Respond positively to nonverbal interactions with the teacher
- ☐ Readily share their perspectives and thinking with the teacher
- ☐ Actions show students are motivated by the teacher
- ☐ Describe their teacher as respectful and responsive to the diverse needs of each student
- ☐ Actions show students trust the teacher to advocate for them
- ☐ Contribute to a positive classroom community through interactions with peers

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Seek additional input from students
- ☐ Seek additional resources for self and students
- ☐ Utilize peer resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student, but less than the majority of students are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Communicating High Expectations for Each Student to Close the Achievement Gap

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Use methods to ensure each student is held responsible for participation in classroom activities
- ☐ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ☐ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ☐ Does not allow negative or sarcastic comments about any student
- ☐ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ☐ Provide students with strategies to avoid negative thinking about one's thoughts and actions
- ☐ Ask questions of each student at the same rate and frequency
- ☐ Ask complex questions of each student that require conclusions at the same rate and frequency
- ☐ Rephrase questions for each student when they provide an incorrect answer
- ☐ Probe each student to provide evidence of their conclusions
- ☐ Ask each student to examine the sources of their evidence
- ☐ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ☐ Probe each student to further explain their answers when they are incorrect
- ☐ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ☐ Treat each other with respect
- ☐ Actions show students avoid negative thinking about personal thoughts and actions
- ☐ Respond to difficult questions
- ☐ Take risks by offering incorrect or alternative answers
- ☐ Participate in classroom activities and discussions
- ☐ Artifacts/student work show the teacher won't "let you off the hook" or "won't give up on you"
- ☐ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ☐ Model teacher behaviors that show care and respect for each classmate
- ☐ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ☐ Modify questioning techniques and patterns
- ☐ Reorganize seating patterns and groups
- ☐ Reflect on student interactions and change teacher behaviors

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Adhering to School/District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Example Teacher Evidence

- ☐ Performs assigned duties
- ☐ Fulfills responsibilities in a timely manner
- ☐ Follows policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment, etc.)
- ☐ Maintains accurate records (e.g. student progress, attendance, parent conferences, etc.)
- ☐ Understands legal issues related to colleagues, students, and families (e.g. cultural, special needs, equal rights, etc.)
- ☐ Maintains confidentiality of colleagues, students, and families
- ☐ Advocates for equality for each student
- ☐ Demonstrates personal integrity and ethics
- ☐ Uses social media appropriately

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to adhere to school and district policies and procedures.	Inconsistently adheres to school and district policies and procedures.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* articulates how they adhere to school and district policies and procedures.	Helps others by sharing evidence of how to support school and district policies and procedures.

Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence

- ☐ Participates in professional development opportunities
- ☐ Demonstrates content expertise and knowledge in the classroom
- ☐ Seeks mentorship from subject area experts
- ☐ Seeks mentorship from highly effective teachers
- ☐ Actively seeks help and input from appropriate school personnel to address issues that impact instruction
- ☐ Demonstrates a growth mindset and/or seeks feedback
- ☐ Implements a deliberate practice or professional growth plan
- ☐ Seeks innovative ways to improve student achievement
- ☐ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups)
- ☐ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ☐ Uses a reflection process for analysis of specific instructional strengths and weaknesses
- ☐ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ☐ Seeks opportunities to develop deeper understanding of cultural responsiveness
- ☐ Uses formative and summative data to make instructional planning decisions
- ☐ Teacher observational data is correlated to student achievement data
- ☐ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ☐ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence

- ☐ Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ☐ Documents specific situations of mentoring other teachers
- ☐ Works cooperatively with appropriate school personnel to address issues that impact student learning
- ☐ Accesses available expertise and resources to support students' learning needs
- ☐ Promotes positive conversations and interactions with teachers and colleagues
- ☐ Fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and diverse needs of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Seeks a role and participates in Professional Learning Community meetings
- ☐ Serves as a student advocate in the classroom, school, and community
- ☐ Participates in school and community activities as appropriate to support students and families
- ☐ Serves on school and district-level committees
- ☐ Works to achieve school and district improvement goals

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher leadership and a culture of collaboration.	Attempts to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

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SUCCESS MAP, SCALES AND EVIDENCES

for the MARZANO FOCUSED NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL EVALUATION MODEL

Prepared by
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Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

- Establishing and Communicating Clear Goals for Supporting Services
- Helping the School/District Achieve Goals
- Using Available Resources

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

- Demonstrating Knowledge of Students
- Helping Students Meet Achievement Goals

Optional for Instructional Positions

A. Planning Standards-Based Lessons/Units
B. Identifying Critical Content
C. Using Questioning Strategies
D. Facilitating Groups
E. Managing Student Behavior
F. Using Engagement Strategies

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

- Reflecting and Evaluating Personal Performance
- Using Data and Feedback to Support Changes to Professional Practice

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Demonstrating Knowledge of Professional Practice (Area of Expertise)
- Promoting Positive Interactions with Colleagues and Community
- Adhering to School and District Rules and Procedures
- Supporting and Participating in School and District Initiatives

Learning Sciences International
LEARNING AND PERFORMANCE MANAGEMENT

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LEARNING AND PERFORMANCE MANAGEMENT

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

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DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					

Optional for Instructional Positions

Planning Standards-Based Lessons/Units					
Identifying Critical Content					
Using Questioning Strategies					
Facilitating Groups					
Managing Student Behavior					
Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROGESSIONAL RESPONSIBILITES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Domain 1: Planning and Preparing to Support Instruction

Establishing and Communicating Clear Goals for Supporting Services
Focus Statement: Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Desired Effect: School/district knows the supporting services provided by the instructional support member.
Example Instructional Support Member Evidence (Check any evidences demonstrated) ☐ Establishes a set of written goals or a defined work plan indicating the scope of services provided to the school ☐ Establishes a set of written goals or a defined work plan with timelines aligned with school and district goals ☐ Communicates goals to appropriate school or district personnel ☐ References and updates goals and plan for support throughout the year ☐ Goals confirm knowledge consistent with professional area of responsibility ☐ Supporting services demonstrate knowledge of human growth and development ☐ Data are used in the planning and goal setting process ☐ Elicits input from school regarding needed services and support ☐ Updates records (e.g. data bases, data notebook, etc.) to track progress towards implementation of goals and services
Example Implementation Evidence ☐ Students, colleagues, and/or administrators can explain how the instructional support member goals support the school or district ☐ Explains how goals support and align with school and/or district goals. ☐ Explains how data were used to establish goals ☐ Explains how their actions and/or activities relate to the goals ☐ Artifacts support clear communication of goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.	Establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district *and* monitors if the school/district knows the supporting services provided.	Provides evidence of helping others by sharing how support goals were successfully established and communicated to the school/district.

Helping the School/District Achieve Goals
Focus Statement: Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
Desired Effect: Instructional support member helps the school/district achieve goals.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Demonstrates knowledge of school/district goals ☐ Goals to provide services align with and support the school/district goals ☐ Activities confirm support of school/district goals consistent with professional area of responsibility (i.e. participating in committees, working with student groups, advising, etc.) ☐ Maintains accurate records of support provided that help the school/district achieve goals ☐ Provides accurate and relevant input to support the school/district
Example Implementation Evidence ☐ Artifacts reveal the instructional support member helped individual or groups of students achieve goals ☐ Artifacts reveal the instructional support member achieved goals to provide supporting services ☐ Artifacts confirm the instructional support member helped the school/district achieve goals ☐ Feedback from school/district confirms the instructional support member demonstrates knowledge of processes and protocols associated with professional area of expertise that helped the school/district achieve goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.	Uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals *and* monitors if their help supports the school/district achieve goals.	Provides evidence of helping others by sharing how they helped the school/district achieve goals.

Using Available Resources

Focused Statement: Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district.

Desired Effect: The use of available resources provides supporting services to the school/district.

Example Instructional Support Member Evidence (Check any evidence demonstrated)

- ☐ Resources are identified and reflected in planning documents
- ☐ Resources are used to enhance the implementation of goals for supporting services
- ☐ Technology resources are identified within plans, as appropriate, to support implementation of supporting services
- ☐ Plans reflect use of specific resources from the community and how they enhanced support of the school/district goals
- ☐ Data are used as a resource when planning support
- ☐ Resources are used appropriately to support the school/district
- ☐ Elicits input to determine if additional resources would enhance supporting services (e.g. surveys, checklist, notes, etc.)

Example Implementation Evidence

- ☐ Identifies resources implemented within the school community that enhance supporting services
- ☐ Artifacts show the use of available resources provided support for the school
- ☐ Data substantiates the use of resources in implementing goals for support services and/or instructional activities
- ☐ Describes how use of resources within the school/community enhanced implementation of supporting services and/or instructional activities
- ☐ Artifacts demonstrate the use of technology enhanced supporting services

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies and uses available resources to provide supporting services to the school/district.	Identifies and uses available resources to provide supporting services to the school/district *and* monitors if use of available resources provides supporting services to the school/district.	Provides evidence of helping others by sharing how they used available resources to provide support services to the school/district.

Domain 2: Supporting Student Achievement

Demonstrating Knowledge of Students

Focus Statement: Instructional support member demonstrates knowledge of the unique needs of students in the school/district.

Desired Effect: Instructional support member provides appropriate services to support the unique needs of students in the school/district.

Example Instructional Support Member Evidence (Check any evidence demonstrated)

- ☐ Identifies students with unique needs
- ☐ Communicates expectation for each student to be successful
- ☐ Advocates for students who need accommodations and/or modifications to the curriculum
- ☐ Seeks appropriate services to help students with unique needs
- ☐ Identifies families to assist with learning how to plan and advocate for their student
- ☐ Collaborates with other school personnel to help students with unique needs to meet achievement goals
- ☐ Behaviors indicate value and respect for students with unique needs, interests, and/or backgrounds
- ☐ Extinguishes negative comments about students with unique needs, interests, and/or backgrounds
- ☐ Demonstrates knowledge of human growth and development
- ☐ Recognizes and addresses student needs and interests during interactions
- ☐ Identifies equity issues for students (when appropriate)
- ☐ Helps students learn how to become self-advocates

Example Implementation Evidence

- ☐ Provides appropriate services to help students with unique needs
- ☐ Assists families in learning to plan and advocate for their student
- ☐ Provides plans and/or artifacts to support collaboration with other school personnel to help students with unique needs
- ☐ Artifacts support identification of students who need special assistance
- ☐ Explains how accommodations and/or modifications help address the unique needs of students
- ☐ Artifacts demonstrate support of individual students to meet achievement goals
- ☐ Artifacts reveal that students receive appropriate modifications or accommodations
- ☐ Actively addresses equity issues for students (when appropriate)
- ☐ Students identify the instructional support member as one who advocates for them
- ☐ Artifacts demonstrate students act as self-advocates
- ☐ Explains how knowledge of the unique needs of students helps support students in achievement of their goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of the unique needs of students in the school/district.	Demonstrates knowledge of the unique needs of students in the school/district *and* monitors if services appropriately support the unique needs of students in the school/district.	Provides evidence of helping others by sharing how they provided services to appropriately support the unique needs of students in the school/district.

Helping Students Meet Achievement Goals

Focus Statement: Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.

Desired Effect: Barriers are removed to help students meet achievement goals.

Example Instructional Support Member Evidence (Check any evidence demonstrated)

- ☐ Identifies students who need help meeting achievement goals
- ☐ Advocates for students who need assistance gaining access to critical curriculum
- ☐ Provides plans and/or artifacts of helping remove barriers for the benefit of students
- ☐ Assists families in learning how to plan and advocate for their student
- ☐ Assists families in learning to identify the barriers
- ☐ Collaborates with other school personnel to help students meet achievement goals
- ☐ Behaviors indicate value and respect for students who may have barriers to achieving goals
- ☐ Extinguishes negative comments about students who have barriers to achieving goals
- ☐ Sets high expectations for each student
- ☐ Communicates with families about how to help their students remove barriers

Example Implementation Evidence

- ☐ Provides plans and/or artifacts to document collaboration with other school personnel to help remove barriers
- ☐ Artifacts support identification of students who received help meeting their achievement goals
- ☐ Explains how removing barriers helped students meet achievement goals
- ☐ Explains how removing barriers helped individual students gain equal access to critical curriculum
- ☐ Artifacts reveal students have equal access to critical curriculum
- ☐ Students identify the instructional support member as one who advocates for them by helping remove barriers
- ☐ Students and/or colleagues confirm that the instructional support member helps students meet achievement goals

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.	Helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement *and* monitors if barriers are removed to help students meet achievement goals.	Provides evidence of helping others by sharing how they successfully helped remove barriers to help students meet achievement goals.

Optional for Instructional Positions

A. Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Instructional support member provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.

B. Identifying Critical Content

Focus Statement: Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.

Desired Effect: Students can identify critical versus non-critical content.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Begins the lesson or activity by explaining why upcoming content is important
- ☐ Accurately identifies critical content
- ☐ Identifies content or information critical to their area of responsibility (i.e. media, technology, guidance)
- ☐ Cues the importance of upcoming content in some direct and/or indirect fashion
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can identify critical versus non-critical content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- ☐ Describe the level of importance of the content addressed in the lesson or activity
- ☐ Explain why it is important to pay attention to the content
- ☐ Body language and other visible behaviors indicate students pay attention to the critical content

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Identifies critical content in a lesson or activity to which participants should pay particular attention, but less than the majority of students are displaying the desired effect in student evidence.	Identifies critical content in a lesson or activity to which participants should pay particular attention. The desired effect is displayed in the majority of student evidence.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence.

C. Using Questioning Strategies

Focus Statement: Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Students accurately elaborate on content.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Uses a sequence of increasingly complex questions as it relates to the content (text) with appropriate wait time
- ☐ Asks detail questions
- ☐ Asks category questions
- ☐ Asks elaboration questions (e.g. inferences, predictions, projections, definitions, generalizations, etc.)
- ☐ Asks students to provide evidence (e.g. prior knowledge, textual evidence, etc.) for their elaborations
- ☐ Presents situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ☐ Models the process of using evidence to support elaboration
- ☐ Models processes and proficiencies to support mathematical elaboration
- ☐ Models implementation of appropriate wait time when questioning

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the instructional support member/teacher uses a monitoring technique.)

- ☐ Answer detail questions about the content
- ☐ Identify characteristics of content-related categories
- ☐ Make general elaborations about the content
- ☐ Provide evidence and support for elaborations
- ☐ Identify basic relationships between ideas and how one idea relates to another
- ☐ Artifacts/student work demonstrate students can make well-supported elaborative inferences
- ☐ Discussions demonstrate students can make well-supported elaborative inferences
- ☐ Discussions are grounded in evidence from text, both literary and informational
- ☐ Discussions and student work provide evidence of mathematical elaboration

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students are displaying the desired effect.	Uses a sequence of increasingly complex questions that require students to critically think about the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

D. Facilitating Groups

Focus Statement: Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Establishes routines for student grouping and interaction for the expressed purpose of processing content
- ☐ Provides guidance regarding group interactions and critiquing the reasoning of others
- ☐ Provides guidance on one or more cognitive skills appropriate for the lesson
- ☐ Utilizes assignments or tasks at the appropriate taxonomy level of content
- ☐ Provides guidance on one or more conative skills
  - Becoming aware of the power of interpretations
  - Avoiding negative thinking
  - Taking various perspectives
  - Interacting responsibly
  - Handling controversy and conflict resolution
- ☐ Organizes students into ad hoc groups during individual lessons (i.e. use techniques to ensure equity)
- ☐ Uses various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ☐ Work within groups with an organized purpose
- ☐ Exhibit awareness of the power of interpretations
- ☐ Avoid negative thinking
- ☐ Take various perspectives
- ☐ Interact responsibly and respectfully critique the reasoning of others
- ☐ Appear to know how to handle controversy and conflict resolution
- ☐ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ☐ Add their perspectives to discussions
- ☐ Generate clarifying questions about the content
- ☐ Explain individual student and/or group thinking about the content
- ☐ Take responsibility for the learning of peers

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the learning of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the learning of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

E. Managing Student Behavior

Focus Statement: Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.

Desired Effect: Students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Involves students in designing classroom routines and procedures to develop a culturally responsive classroom
- ☐ Actively teaches student self-regulation strategies
- ☐ Uses classroom meetings to review and process rules and procedures to ensure equity
- ☐ Reminds students of rules and procedures
- ☐ Asks students to restate or explain rules and procedures
- ☐ Provides cues or signals when a rule or procedure should be used
- ☐ Physically occupies all quadrants of the room
- ☐ Scans the entire room, making eye contact with each student
- ☐ Recognizes potential sources of disruption and deal with them immediately
- ☐ Proactively addresses inflammatory situations
- ☐ Consistently exhibits “withitness” behaviors
- ☐ Recognizes and/or acknowledge students or groups who follow rules and procedures
- ☐ Organizes physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ☐ Follow clear routines during class
- ☐ Explain classroom rules and procedures
- ☐ Describe the classroom as an orderly and safe environment
- ☐ Recognize cues and signals by the teacher
- ☐ Self-regulate behavior while working individually
- ☐ Self-regulate behavior while working in groups
- ☐ Recognize that the teacher is aware of their behavior
- ☐ Interact responsibly with teacher and other students
- ☐ Explain how the individuality of each student is honored in the classroom
- ☐ Describe the teacher as fair and responsive to individual students
- ☐ Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
- ☐ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ☐ Move purposefully about the classroom and efficiently access materials

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures, but less than the majority of students are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

F. Using Engagement Strategies

Focus Statement: Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Students engage or re-engage with content as a result of teacher action.

Example Instructional Support Member/Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Takes action or uses specific strategies to re-engage students
- ☐ Uses academic games
- ☐ Manages response rates
- ☐ Uses physical movement
- ☐ Maintains a lively pace
- ☐ Uses crisp transitions from one activity to another
- ☐ Demonstrates intensity and enthusiasm for the content
- ☐ Uses friendly controversy
- ☐ Provides opportunities for students to talk about themselves as it relates to the content (i.e. incorporate cultural connections)
- ☐ Presents unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ☐ Behaviors show awareness that the teacher is noticing students' level of engagement
- ☐ Behaviors show the engagement strategy increases engagement
- ☐ Student-centered tasks and processes produce high levels of engagement
- ☐ Talk with groups or in response to questions is focused on critical content
- ☐ Engage in the critical content with enthusiasm
- ☐ Self-regulate engagement and engagement of peers
- ☐ Actions show students are motivated by the teacher
- ☐ Behaviors show students are inspired by the teacher
- ☐ Multiple students or the entire class respond to questions posed by the teacher
- ☐ Artifacts/student work indicate students are engaged in the critical content

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Domain 3: Continuous Improvement of Professional Practice

Reflecting and Evaluating Personal Performance
Focus Statement: Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors.
Desired Effect: Instructional support member identifies specific practices and behaviors on which to improve.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Uses a reflection process for analysis of specific strengths and weaknesses ☐ Keeps track of specifically identified focus areas for improvement ☐ Identifies and keeps track of specific areas identified based on individual interest ☐ Describes how specific areas for improvement are identified ☐ Collects and compiles evidence of the effects of specific practices and behaviors related to their area of responsibility ☐ Provides a written analysis of specific causes of success or difficulty ☐ Explains the differential effects of specific strategies and behaviors that yield results ☐ Exhibits characteristics of a growth mindset

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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Reflects and evaluates the effectiveness of specific practices and behaviors.	Reflects and evaluates the effectiveness of specific practices and behaviors *and* identifies specific practices and behaviors on which to improve.	Provides evidence of helping others by sharing how they identified specific practices and behaviors on which to improve.

Using Data and Feedback to Support Changes to Professional Practice
Focus Statement: Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
Desired Effect: Instructional support member demonstrates professional growth.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Develops a written growth plan that outlines measurable goals, action steps, manageable timelines, and appropriate resources ☐ Identifies the data and feedback used to develop a professional growth plan ☐ Describes the professional growth plan using specific and measurable goals, action steps, manageable timelines, and appropriate resources ☐ Constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g. achievement data, artifacts, interviews or surveys from peers, participants, and observer feedback) ☐ Describes progress toward meeting the goals outlined in the plan as supported by evidence ☐ Charts progress toward professional growth plan goals and supports by evidence ☐ Seeks mentorship from experts in area of professional responsibility ☐ Seeks innovative ways to improve professional practice

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses data and feedback to develop a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.	Uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress *and* demonstrates professional growth.	Provides evidence of helping others by sharing how they developed and implemented a professional growth plan that resulted in professional growth.

Domain 4: Professional Responsibilities

Demonstrating Knowledge of Professional Practice (Area of Expertise)
Focus Statement: Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
Desired Effect: Instructional support member is recognized by the school/district as an expert in their area of expertise.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Participates in professional development opportunities ☐ Demonstrates knowledge of processes and protocols associated with professional area of expertise ☐ Demonstrates knowledge of state and federal laws associated with professional area of expertise ☐ Keeps record of specific situations during which he/she mentored other instructional support members ☐ Contributes and shares expertise and new ideas with colleagues to enhance learning in formal and informal ways ☐ Serves as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific educational strategies and behaviors ☐ Leads or facilitates professional development activities ☐ Disseminates information in an accurate manner ☐ Provides accessibility for professional services to students and school ☐ Describes specific situations in which he/she has mentored colleagues to share expertise ☐ Artifacts/evidence confirm recognition as an expert (e.g. surveys, feedback notes, articles, publications, etc.)

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School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise *and* is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.

Promoting Positive Interactions with Colleagues and the Community

Focus Statement: Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.

Desired Effect: Positive relationships result in support for learning.

Example Instructional Support Member Evidence (Check any evidence demonstrated)

- ☐ Works cooperatively with appropriate colleagues to address issues that impact the school
- ☐ Establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Accesses available expertise and resources to support the school
- ☐ Describes situations in which he/she interacts positively with colleagues to promote and support learning
- ☐ Describes situations in which he/she helped extinguish negative conversations about other colleagues
- ☐ Fosters collaborative partnerships with parents to enhance participant success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ☐ Communicates with parents in a consistent and timely manner regarding student expectations, progress, and/or concerns
- ☐ Encourages parent involvement in classroom and school activities
- ☐ Demonstrates awareness and sensitivity to social, cultural, and language backgrounds of families
- ☐ Uses multiple means and modalities to communicate with families
- ☐ Responds to requests for support, and/or assistance promptly
- ☐ Respects and maintains confidentiality of student/family information
- ☐ Describes instances when he/she interacted positively with students, parents, and/or the community
- ☐ Describes instances in which he/she helped extinguish negative conversations about students, parents, and/or the community
- ☐ Participates as an active member of a Professional Learning Community
- ☐ Collaborates with the school community

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning	Interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning *and* result in support for learning.	Provides evidence of helping others by sharing how they interacted positively with colleagues and the community to support learning.

Adhering to School and District Policies and Procedures
Focus Statement: Instructional support member is knowledgeable about and adheres to school and district policies and procedures.
Desired Effect: Instructional support member self-monitors adherence to district policies and procedures.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Performs assigned duties ☐ Follows policies, regulations, and procedures ☐ Maintains accurate records (e.g. participant progress, completion of assignments, non-instructional records) ☐ Fulfills responsibilities in a timely manner ☐ Demonstrates understanding of legal issues related to students and families ☐ Demonstrates personal integrity ☐ Ensures privacy and confidentiality ☐ Documents specific situations in which he/she adheres to rules and procedures ☐ Knows and adheres to state code of ethics, professional standards and code of conduct applicable to the position

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Is knowledgeable about and adheres to school and district policies and procedures.	Is knowledgeable about and adheres to school and district rules *and* self-monitors adherence to district policies and procedures.	Provides evidence of helping others by sharing how they self-monitor adherence to district policies and procedures.

Supporting and Participating in School and District Initiatives
Focus Statement: Instructional support member supports and participates in school and district initiatives relevant to area of responsibility.
Desired Effect: Instructional support member actively supports and participates in school and district initiatives.
Example Instructional Support Member Evidence (Check any evidence demonstrated) ☐ Participates in school activities and events as appropriate to support students and the school community ☐ Serves on school and district committees ☐ Participates in professional development opportunities ☐ Works to achieve school and district improvement goals ☐ Provides record of specific situations in which he/she has participated in school and/or district initiatives ☐ Describes or shows evidence of participation in school and/or district initiatives ☐ Exhibits characteristics of a growth mindset

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Supports and participates in school and district initiatives relevant to area of responsibility.	Supports and participates in school and district initiatives relevant to area of responsibility *and* actively supports and participates in school and district initiatives.	Provides evidence of helping others by sharing how they actively support and participate in school and district initiatives.

3. Other Indicators of Performance

ADDITIONAL METRIC

In addition to administrative observations and student performance data, the Deliberate Practice Score will be used as an additional metric. Deliberate Practice will be used for all instructional personnel; Classroom Teachers and Non-Classroom Teachers/Instructional Support Personnel. The additional metric was implemented in 2013-14 school year. Deliberate Practice will be rated as 5% of the overall final evaluation score for the 2017-2018 school year. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Educators will select two elements, from either **Standards-Based Learning or Conditions for Learning**, as the focus for the Deliberate Practice. A minimum of one element selected will be from identified "High Probability Elements". Using data to determine areas for growth, educators will complete a self-assessment and commit to improving throughout the year in the two elements selected. The educator's self-assessment rating will not count toward their evaluation. The Deliberate Practice score will be Effective (3.0) for every educator that completes the Deliberate Practice self-assessment and an Unsatisfactory (1.0) for those that do not to complete the deliberate practice assessment and growth plan. Teachers determine their starting rating on each of the two elements and they must rate themselves as Not Using, Beginning, Developing, or Applying so that growth can be measured. It is recommended that educators receive a minimum of three data marks from administration on each deliberate practice element.

The overall Deliberate Practice rating of 3.0 or 1.0 will be calculated at 5% of the total evaluation.

4. Summative Evaluation Score

Determining Instructional Practice Score, Deliberate Practice Score, Student Performance Score and Final SADES Rating for Classroom and Non-Classroom Teachers:

The following six-step process is used to determine an employee rating for the summative evaluation process.

Step 1: The evaluator rates each of the observed Elements within SADES. There are four areas and a total of 23 elements. The ratings for each element are valued as follows: Innovating – 4, Applying – 3, Developing 2, Beginning – 1, and Not Using – 0.

Step 2: The applicable evidence is compiled for each observed Element at each level (Highly Effective, Effective, etc.) for each of the four domains.

Step 3: For each area, the percentage of the total amount of datamarks is determined. In 2017-18, the Domains will be weighted as follows:

- Standards-Based Planning- 13%
- Standards- Based Instruction- 44%
- Conditions for Learning- 30%
- Professional Responsibilities- 13%

The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Step 4: After weights from Step 3 are applied, the Instructional Practice is scored per the scale below.

Status Score	**Rating Scale:**
Highly Effective	**3.450 – 4.000**
Effective	**2.500 – 3.449**
Needs Improvement	**2.000 – 2.499**
Unsatisfactory	**1.000 – 1.999**

Step 5: The Deliberate Practice Score is determined as described in the Additional Metric section above. The Deliberate Practice rating of Effective (3.0) or Unsatisfactory (1.0) will be calculated at 5% of the total evaluation. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action.

Step 6: The Student Performance Rating will then be determined based on the appropriate methodology as shown above in Section 1 Performance of Students (State VAM Rule 6A-5.0411 for the appropriate VAM teachers, Local Growth Models for the appropriate teachers and Proficiency Models for appropriate teachers). Once these are identified, the Student Performance Rating will be converted to the following scale:

Highly Effective	- 4 points
Effective	- 3 points
Needs Improvement	- 2 points
Unsatisfactory	- 1 point

Step 7: The Instructional Practice (60%), Deliberate Practice (5%), and Student Performance (35%) scores will be combined based on the appropriate weights. The Governing Board, at its discretion, and in compliance with state statute, may adjust this percentage by board action. The final evaluation rating will be determined by this scale:

Overall Score	**Rating Scale**
Highly Effective	**3.450 – 4.000**
Effective	**2.500 – 3.449**
Needs Improvement	**2.000 – 2.499**
Unsatisfactory	**1.000 – 1.999**

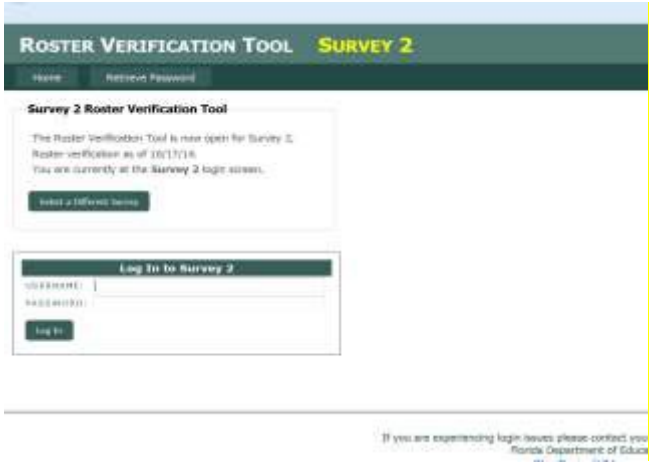
When Student Performance Scores become available, they will be combined with the Instructional Practice and Deliberate Practice scores to create an overall evaluation rating. A conference will take place in the fall of the subsequent school year to share this overall evaluation rating.

5. Additional Requirements

Roster Verification Process

Florida Statute 1012.34(8) requires the State Board of Education to establish a process to permit instructional personnel to review the class roster for accuracy and to correct any mistakes relative to the identity of students for which the individual is responsible for. Teachers will use the FLDOE's online Roster Verification Tool (RVT) to verify their rosters specifically for Survey 2 (October annually) and Survey 3 (February annually). This roster verification process reflects how personnel are going to be aligned to students for Student Growth purposes.

1. For each roster verification period, the local school district issues a memorandum to schools notifying them that school coordinator and teacher access has been opened for logging into the RVT.



2. The memorandum includes, as attachments, the state-provided "School Coordinator Guide to the 2017-18 Florida Department of Education Roster Verification Tool" and the "Teacher Guide to the 2017-18 Florida Department of Education Roster Verification Tool".

3. These instructions highlight how teachers can add/remove students from their roster(s) and how they submit their verified rosters.

4. These instructions highlight how school coordinators can approve/deny roster changes made by teachers and how they submit their school's verified rosters.

5. The local school district then examines approvals and denials made by school coordinators and submits roster changes to FLDOE by deadline.

EVALUATORS

Evaluations will be conducted by the credentialed observer who supervises the employee to include principal, director, and his/her designee (assistant principal and supervisor). Input into the evaluation may also be provided from credentialed school staff. All employees must be oriented to the SADES System by mid-September each year. Newly hired personnel must be oriented upon employment.

TRAINING

Training is required for school site administrators and teachers to ensure SADES is implemented on a uniform basis across Somerset Broward. All administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes training on the Marzano Focused Teacher Evaluation Model evaluation criteria, and written/ content and video scoring assessments. Once credentialed, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

The evaluation of instructional personnel will be part of the school site administrator's evaluation. It will be the responsibility of the school site principal to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system.

Observer Development

Principals, Assistant Principals, and Somerset Broward Administrators are provided with annual updates for the SADES Instruments in order for the supervisors to orient their instructional staff. Somerset Broward agrees to ensure successful completion of the credentialing program for all observers. Somerset Broward will maintain a credentialing process for all observers for the duration of the SADES evaluation system.

Educator Development

Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. Various courses and delivery methods are offered to all educators who wish to increase their awareness and performance in the SADES. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As Somerset Broward continues to develop support structures such as mentors, coaches, and peer reviewers, Somerset Broward will determine and provide the appropriate training and development.

Timely Feedback
Feedback either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Observations of Probationary Teachers
Probationary teachers will receive a minimum of two formal observations, within the first year of teaching. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment Tests (BSA), mini-BSA's, DAR, STAR, Accelerated Reader, previous FSA data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Data chats will be conducted by either a site-based administrator or designee. Probationary teachers will receive feedback on their performance after each formal observation.

Observations of Non-probationary Teachers
Non-probationary teachers will receive a minimum of one formal, one informal, and one snap shot observation. Student performance data will be discussed/shared as a regular part of the observation process. Types of student performance data that may be included in the data discussions are Broward Standards Assessment Tests (BSA), mini-BSA's, DAR, STAR, Accelerated Reader, previous FSA data, FAIR, as well as other appropriate assessments of student performance as they are developed and implemented. Teachers are required to receive feedback after each formal observation and may receive feedback after all other observations.

Evaluation of Annual Contract Teachers
Employees on an Annual Contract will be evaluated once annually. The evaluation conference will be conducted by the principal and/or his/her designee. The conference may include a discussion of all ratings on the evaluation form, observations, a review of student data, and any other evidence included in the process.

Evaluation of Classroom Teachers
All classroom teachers will be evaluated using the SADES for classroom teachers. This instrument contains 23 elements within four areas of expertise.

Evaluation of Non-classroom Teachers
All teachers who have a job classification coded as non-classroom teacher will be evaluated using the SADES for non-classroom teachers. These instruments contain 11 elements and 6 optional instructional elements.

Evaluation of Probationary (First Year) Teachers

Observation and evaluation of a probationary employee will be conducted twice in his/her first year of employment in Somerset Broward. An employee hired on or before November 15th will receive the first evaluation before the end of the first semester. The second evaluation will be completed at the end of the school year. Any employee who is hired after November 15th will receive the first evaluation at the end of the school year and the second evaluation by November 15th of the following school year. If a probationary employee is hired after November 15th and does not work at least 99 days, he/she will receive an initial evaluation the following school year, provided the employee receives an annual contract. Observations, documentation, and conferences completed for these employees' supports the completion of the evaluation form required or the SADES.

Peer Assistance

A Peer Reviewer will be deployed by Somerset Broward based on the number of Beginning and/or Not Using datamarks, current Instructional Practice Score, and status of teacher (on a Cycle of Assistance or a Performance Development Plan). Peer Reviewer assistance is in addition to, and not to replace the support already established at the work location.

6. Evaluation Procedures

USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

Teacher and school administrator evaluation results are a component used to inform Somerset Broward's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Notification of Unsatisfactory Performance and Intervention
Pursuant to F.S. 1012.34(4), if an employee who holds a contract is not performing his or her duties in a satisfactory manner, the evaluator will notify the employee in writing of such determination.

- Once an educator receives 5-7 Beginning and/or Not Using data marks, administration is encouraged to have an informal discussion with the educator to share recommended strategies for improvement.
- Once an educator receives 8 or more Beginning and/or Not Using data marks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain possible consequences if the employee fails to improve. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- Once the educator receives 10 or more Beginning and/or Not Using data marks, an average IP Score of Needs Improvement or Unsatisfactory, and at least two formals and one additional observation, a professional growth plan/goal(s) may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator. The teacher will be provided with written notification of the specific deficiencies, the recommended strategies to improve performance, and consequences for failure to remediate.
- If deficiencies still exist, the teacher will be provided written notice that he or she will be placed on a professional growth plan/goal(s) for 90 calendar days following receipt of notification. School holidays and school vacation periods are not counted when calculating the 90-calendar-day period. During the 90 calendar days, the employee who holds a contract will be evaluated periodically and apprised of progress achieved and will be provided assistance and in-service training opportunities to help correct the noted performance deficiencies.

Evaluation
The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other credentialed personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each teacher to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Instructional Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file.

Governing Board Annual Notification

Somerset Academy Inc. Governing Board shall annually notify the Department of Education of any instructional personnel who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations providing that Somerset Academy, Inc. have been provided the historical evaluation data on the employee.

7. Self-Monitoring

It is the responsibility of the school site administrator to ensure that evaluations of instructional personnel are aligned with the requirements of the evaluation system.

All administrators must be credentialed in order to utilize the tool to observe and evaluate teachers. This credentialing process includes training on the Marzano Framework and written/content and video scoring assessments. Once credentialed, there is ongoing training for administrators to include Instructional Rounds for the purpose of strengthening evaluator accuracy and inter-rater reliability. Updates and remediation will be provided to administrators based on needs.

Timely Feedback
Feedback either electronically submitted and/or during a post observation conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Evaluation Committee
An evaluation sub-committee is responsible for monitoring and modifying SADES as needed. Membership on the committee will include appointees made by the Somerset Academy Inc. Board Chair. Through this committee the parties agree to develop necessary procedures to bring SADES into compliance with Florida Statutes. The system will operate at the school level providing access for employees at all skill levels.

Continuous Professional Improvement
Continuous instructional improvement is an integral piece of the evaluation system. Feedback will be provided to teachers in a variety of ways: through observation conferences, during the final evaluation conference, during data reviews, and on the final evaluation form.

Each school will develop and implement a plan to identify individual professional development by reviewing school based evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings in each domain of the evaluation and use the data to identify weaknesses. Each school will use the data to assist in the development of professional learning experiences to target the areas of weakness.

Alignment with School Improvement Goals
As required by state statute, teacher evaluations are based primarily upon student achievement scores that align with each individual school's improvement goals. School improvement goals are based primarily on student achievement. Instructional practice results will also be used to guide the development of teacher professional development plans, and school improvement goals. Evaluation results will be used to decide how personnel are hired to maximize student achievement growth and aligned to the improvement goals.

8. Appendix A – Checklist for Approval

Performance of Students

Somerset Academy schools in Broward have provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation that is based on the performance of students criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by school:

- ☐ The student performance measure(s).
- ☐ Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- ☐ Documented that VAM results comprise at least one-third of the evaluation.
- ☐ For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by Somerset Broward.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- ☐ For classroom teachers, the determined student performance measure(s) used for personnel evaluations.
- ☐ For instructional personnel who are not classroom teachers, the determined student performance measure(s) used for personnel evaluations.

Instructional Practice

Somerset Academy schools in Broward have provided and meets the following criteria:

For all instructional personnel:

- ☐ The percentage of the evaluation system that is based on the instructional practice criterion.
- ☐ At least one-third of the evaluation is based on instructional practice.
- ☐ An explanation of the scoring method, including how it is calculated and

combined.

- ☐ The evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- ☐ A crosswalk from the evaluation framework to the Educator Accomplished Practices demonstrating that the evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- ☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- ☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ Confirmation that it provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.

- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All instructional personnel must be evaluated at least once a year.
- ☐ All classroom teachers must be observed and evaluated at least once a year.
- ☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in a Somerset school in Broward.

For instructional personnel:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when it determines such input is appropriate.
- ☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- ☐ Description of peer assistance process, if any.

Evaluation Procedures

Somerset Academy schools in Broward have provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the school principal for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That the school site administrator's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

- ☐ That evaluation procedures require the Governing Board to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S., provided historical information is available to school.

Self-Monitoring

The self-monitoring includes processes to determine the following:

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow policies and procedures in the implementation of evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school improvement goals.

Exhibit A – Somerset Academy Schools in Broward County, Florida

Somerset Academy	5141
Somerset Academy Middle School	5151
Somerset Academy High School	5221
Somerset Arts Conservatory	5396
Somerset Academy (Miramar Campus)	5405
Somerset Academy Middle School (Miramar Campus)	5406
Somerset Academy Miramar South (fka Somerset Academy Central Miramar)	5054
Somerset Academy (Davie)	5211
Somerset Academy East Preparatory	5391
Somerset Academy Hollywood (fka Pompano North)	5387
Somerset Academy Village	5004
Somerset Academy Village Charter Middle School	5002
Somerset Preparatory Academy Charter School at North Lauderdale	5003
Somerset Preparatory Academy Charter High School at North Lauderdale	5006
Somerset Academy Neighborhood School	5021
Somerset Preparatory Academy Charter Middle School	5441
Somerset Academy Hollywood Middle School (fka East Prep Middle)	5419
Somerset Academy Charter High School (Miramar Campus)	5007
Somerset Pines Academy	5030
Somerset Academy Pompano	5388
Somerset Academy Key Charter Middle School	5413
Somerset Academy Key Charter High School.	5224

Somerset Academy Schools

S.A.S.A.



Somerset Assessment for School Administrators

Effective: September 2017

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents should be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Student Performance Measures

For the Student Performance measure for school administrators (**which will be worth 35% of their evaluation**), the charts below display the assessments to be used in 2017-18. For the assessments not covered by the State's VAM Models (as shown in the chart), local growth models will be developed to classify school administrators as Highly Effective, Effective, Needs Improvement or Unsatisfactory. Proficiency models may be used for those assessments where growth cannot be measured. Student Performance data will include data for at least three years, including the current year and the two years preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available will be used. Scores from the assessments below will be aggregated into a composite percentage to determine the school administrators' Student Performance measure.

Elementary School	
Assessment	**Methodology**
4th-5th Grade FSA Reading/Math	State VAM
3rd Grade FSA Reading/Math	Local Growth Model
5th Grade FCAT Science	Proficiency Model
2nd Grade local end-of-year Primary Reading and Primary Math Test (PRT/PMT)	Local Growth Model
1st Grade local end-of-year Primary Reading and Primary Math Test (PRT/PMT)	Local Growth Model
Kindergarten Early Literacy and Mathematics Skills Checklist	Local Growth Model
Pre-K Teaching Strategies Gold	Local Growth Model
Florida Alternate Assessment (FAA)	Proficiency Model

Middle School	
Assessment	**Methodology**
6th-8th Grade FSA Reading/Math	State VAM
8th Grade Algebra I EOC	State VAM
8th Grade FCAT Science	Local Growth Model
Civics EOC	Local Growth Model
Biology EOC	Proficiency Model
Geometry EOC	Proficiency Model
7th Grade Algebra I EOC	Proficiency Model
Algebra 2 EOC	Proficiency Model
Florida Alternate Assessment (FAA)	Proficiency Model

High School	
Assessment	**Methodology**
9th-10th Grade FSA Reading	State VAM
9th Grade Algebra I EOC	State VAM
Algebra 2 EOC	Local Growth Model
Biology EOC	Local Growth Model
Geometry EOC	Local Growth Model
U.S. History EOC	Local Growth Model
Advanced Placement Test	Proficiency Model
IB Test	Proficiency Model
AICE	Proficiency Model
Florida Alternate Assessment (FAA)	Proficiency Model

For the Student Performance measure for school administrators (35% of final evaluation), schools will be combined by level and their Student Performance scores (aggregated across all the assessments listed previously) will be percentile ranked. School administrators will receive a Student Performance rating based on the chart below:

Rating	Percentile	Points
Highly Effective	94-99	300
	87-93	285
Effective	High (62-86)	259
	Middle (34-61)	240
	Low (9-33)	220
Needs Improvement	4-8	189.5
Unsatisfactory	1-3	114.5

2. Instructional Leadership

For the purpose of increasing student academic performance by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

Somerset Assessment for School Administrators (SASA), the evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.

- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

- **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?)
- **Feedback** from the evaluator and others on what needs improvement.
- **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:

1. Student Performance Measures: 35% of a school leader's annual evaluation is based on the performance of students in the school on specific state and/or district assessments (e.g. FSA, EOC exams).
2. The Leadership Practice: For 2017-2018, 65% of the Evaluation will be based on Leadership Practice. The Leadership Practice Score combines results of the Florida School Leader Assessment (FSLA)/Indicators 1-30, weighted as 60% and an Deliberate Practice, weighted as 5%. The Leadership Practice Score is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.

The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

TRAINING AND REFLECTION
The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve their work.

- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.

- Those who are both evaluated by this system and evaluate others with it will do both.

Things to know:

1. The Research Framework(s) on which the evaluation system is based. Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to sub-ordinates when they understand the research framework.

2. Inter-rater reliability: Evaluators in the district should be able to provide sub-ordinates similar feedback and ratings so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
    a. The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
    b. The Rubrics – how to distinguish proficient levels.
    c. Rater Reliability Checks - processes for verifying raters meet district expectations in using the rubrics.

3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote

improvement unless it is conveyed to employees as specific, actionable and in a timely manner. Training on how to do so is essential.

4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.

5. Processes and procedures for implementing the evaluation system
    a. Evidence gathering: What sources are to be used?
    b. Timeframes, record keeping
    c. Scoring rules

6. Student Performance Measures: What are the district's requirements regarding use of student performance measures in the district's evaluation system?

7. Sources of information about the evaluation system: Where can evaluators and employees access manuals, forms, documents etc. regarding the evaluation process?

8. Additional metrics: Training on any additional metrics use to supplement the practice portion of evaluation.

FRAMEWORK: LEADERSHIP EVALUATION

A Multi-Dimensional Framework: This evaluation system has 30 indicators and is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors. Done correctly, and in appropriate circumstances, these have a high probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

REFERENCE LIST

Illustrative reference lists of works associated with this framework are provided below:

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing Educational Leaders*: *Evaluating Performance for Improved Individual and Organizational Results.* Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership.* San Francisco, CA: Jossey-Bass.

- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership.* San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria VA: ASCD

The following optional chart is provided to display the crosswalk of the district's evaluation framework to the Principal Leadership Standards.

Alignment to the Florida Principal Leadership Standards (FPLS)	
Domain/Standard	Evaluation Indicators
Domain 1: Student Achievement:	
1. **Student Learning Results:** Effective school leaders achieve results on the school's student learning goals.	
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	Indicator 1: Academic Standards Indicator 3: Planning and Goal Setting Indicator 9: Standards-based Instruction/ Learning Goal Alignment
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Indicator 2: Performance Data Indicator 4: Student Achievement Results Indicator 8: Student Performance Focus
2. **Student Learning As a Priority:** Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.	
a. Enables faculty and staff to work as a system focused on student learning;	Indicator 5: Learning Organization
b. Maintains a school climate that supports student engagement in learning;	Indicator 6: School Climate
c. Generates high expectations for learning growth by all students; and,	Indicator 7: High Expectations
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Indicator 5: Learning Organization
Domain 2: Instructional Leadership	
3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.	
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	Indicator 10: Curriculum Alignment Indicator 12: Faculty Effectiveness
b. Engages in data analysis for instructional planning and improvement;	Indicator 11: Quality Assessments
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Indicator 9: Standards-based Instruction/ Learning Goal Alignment
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Indicator 9: Standards-based Instruction/ Learning Goal Alignment
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	Indicator 11: Quality Assessment
4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.	
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	Indicator 10: Curriculum Alignment
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Indicator 13: Feedback Practices
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Indicator 15: Facilitating and Leading Professional Learning
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	Indicator 15: Facilitating and Leading Professional Learning
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Indicator 16: Student Centered
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Indicator 15: Facilitating and Leading Professional Learning
5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	Indicator 16: Student Centered
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	Indicator 16: Student Centered
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Indicator 16: Student Centered

d. Provides recurring monitoring and feedback on the quality of the learning environment;	Indicator 20: Quality Control
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Indicator 17: Success Oriented
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	Indicator 18: Achievement Gaps
Domain 3: Organizational Leadership	
6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.	
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	Indicator 20: Quality Control
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	Indicator 19: Problem Solving
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Indicator 19: Problem Solving
d. Empowers others and distributes leadership when appropriate; and,	Indicator 22: Delegation
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Indicator 21: Technology Integration
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.	
a. Identifies and cultivates potential and emerging leaders;	Indicator 25: Strategic Instructional Resources
b. Provides evidence of delegation and trust in subordinate leaders;	Indicator 22: Delegation
c. Plans for succession management in key positions;	Indicator 22: Delegation
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Indicator 23: Relationships
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Indicator 23: Relationships
8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.	
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	Indicator 24: Operational Effectiveness
b. Establishes appropriate deadlines for him/herself and the entire organization;	Indicator 24: Operational Effectiveness
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Indicator 25: Strategic Instructional Resourcing
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Indicator 25: Strategic Instructional Resourcing
9. Communication: Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.	
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	Indicator 20: Quality Control
b. Recognizes individuals for effective performance;	Indicator 28: Recognitions
c. Communicates student expectations and performance information to students, parents, and community;	Indicator 26: Clear Goals and Expectations
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Indicator 27: Accessibility
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Indicator 26: Clear Goals and Expectations
f. Utilizes appropriate technologies for communication and collaboration; and,	Indicator 27: Accessibility
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Indicator 26: Clear Goals and Expectations
Domain 4: Professional and Ethical Behavior	
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.	
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	Indicator 30: Professional
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	Indicator 29: Resiliency/Commitment
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	Indicator 29: Resiliency/Commitment
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Indicator 29: Resiliency/Commitment
e. Demonstrates willingness to admit error and learn from it; and,	Indicator 29: Resiliency/Commitment
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Indicator 29: Resiliency/Commitment

Somerset Assessment for School Administrators (SASA) Indicators

Short Form

Bold = BEST INDICATORS

Student Achievement
The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.
Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards).
Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.
Indicator 5 - Learning Organization: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 6 – **School Climate: The leader maintains a school climate that supports student engagement in learning.**
Indicator 7 – **High Expectations: The leader generates high expectations for learning growth by all students.**
Indicator 8 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Instructional Leadership
The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.
Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 9 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (The Florida Standards) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance. Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 10 - Curriculum Alignments: The leader implements systemic processes to ensure alignment of curriculum resources with state standards for the courses taught.
Indicator 11 - Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 12 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Indicator 13 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 14 -Instructional Initiatives: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 15 - Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Somerset Assessment for School Administrators- SASA

Long Form

Student Achievement

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Indicator 1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (The Florida Standards).

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master. Note: Every credit course has specific academic standards assigned to it. The Florida Standards assigned to each course are found at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Florida Standards, including periodic reviews of student work. The leader can articulate which The Florida Standards are designated for implementation in multiple courses.	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	The Florida Standards are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. • Lesson plans are monitored for alignment with correct standards. • Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. • The Florida Standards shared by multiple courses are identified and teachers with shared Florida Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. • Other leadership evidence of proficiency on this indicator.	• Lesson plans identify connections of activities to standards. • Teacher leaders' meeting records verify recurring review of progress on state standards. • Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. • Teachers routinely access course descriptions to maintain alignment of instruction with standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on The Florida Standards?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data. Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.	The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator.	• Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?	How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?	By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers' control?	How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?

Indicator 3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Clearly stated goals are accessible to faculty and students. • Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. • Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. • Leader's presentations to parents focus on the school goals for student achievement. • Other leadership evidence of proficiency on this indicator.	• Faculty members are able to describe their participation in planning and goal setting processes. • Goals relevant to students and teachers' actions are evident and accessible. • Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. • Teachers and students track their progress toward accomplishment of the stated goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

Indicator 4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. Results on accomplished goals are used to maintain gains and stimulate future goal setting. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Accumulation and exhibition of student improvement results are inconsistent or untimely. Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.	Evidence of student improvement is not routinely gathered and used to promote further growth. Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader generates data that describes what improvements have occurred. • Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator.	• Teachers routinely inform students and parents on student progress on instructional goals. • Posters and other informational signage informing of student improvements are distributed in the school and community. • Team and department meetings' minutes reflect attention to evidence of student improvements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

Indicator 5 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.	The leader's actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students' learning and closing learning performance gaps among student subgroups within the school.	The leader's actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Principal's support for team learning processes focused on student learning is evident throughout the school year. • Principal's team learning processes are focused on student learning. • Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. • School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. • The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. • Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students.	• Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. • Professional learning actions by faculty address performance gaps among student subgroups within the school. • Performance gaps among student subgroups within the school show improvement trends. • Faculty, department, team, and cross-curricular meetings focus on student learning. • Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. • Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. • There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened.

• Other leadership evidence of proficiency on this indicator.	• Teacher or student questionnaire results address learning organization's essential elements. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?	Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all of the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 6 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: "Climate" at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator.	• Classroom rules and posted procedures stress positive expectations and not just "do nots." • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?	What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school? How could you share with your colleagues across the district the successes (or failures) of your efforts?	How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?	What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?

Indicator 7 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. "Every child can learn" takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools. The leader creates systems and approaches to monitor the level of academic expectations. The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student. The leader ensures that students are consistently learning, respectful, and on task. The leader sets clear expectations for student academics and establishing consistent practices across classrooms. The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.	The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations. The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.	The leader does not create or support high academic expectations by accepting poor academic performance. The leader fails to set high expectations or sets unrealistic or unattainable goals. Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed. • Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for "raising the bar." • Other leadership evidence of proficiency on this indicator.	• Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader's support for setting high academic expectations. • Students can attest to the teacher's high academic expectations. • Parents can attest to the teacher's high academic expectations. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 8 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator.	• Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Indicator 9 – Standards-Based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (The Florida Standards) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida's plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader's proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state's academic standards (The Florida Standards and Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the "right stuff" (the state standards adapted based on data about student needs).
Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses. Collegial faculty teamwork is evident in coordinating instruction on The Florida Standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate. The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may	

following:	include, but are not limited to the following:
• The leader's faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. • School Improvement Plan goals and actions are linked to targeted academic standards. • The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator.	• Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty has and makes use of the list of standards associated with their course(s). • Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students. • Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 9

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant? What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?	In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards? How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?	What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the diversity of students and staff? How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students? What are ways you can ensure that staff members are aligning their instructional practices with state standards?	Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction? Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards?

Indicator 9 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: "Learning goals" is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates "scales" or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader's proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org. (not sure if this statement is still needed)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.	Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state's adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged. The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.	Specific and measurable learning goals with progress scales, aligned to the state's adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort. Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards. Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.	Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are not systematically provided across the curriculum to guide student learning, or learning goals, where provided, are not aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course). There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
• Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to		• Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal	

engage students in focusing on what they are to understand and be able to do. • The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. • The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. • Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Leader's communications to students provide evidence of support of students making progress on learning goals. • Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. • Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. • Other leadership evidence of proficiency on this indicator.	are posted or easily assessable to students. • Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. • Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. • Teacher documents prepared for parent information make clear the targeted learning goals for the students. • Students are able to express their learning goals during walkthroughs or classroom observations. • Students are able to explain the relationship between current activities and assignments and priory learning goals. • Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression • Methods of both teachers and students tracking student progress toward learning goals are evident. • Celebrations of student success include reflections by teachers and students on the reasons for the success • Teachers can identify the learning goals that result in the high levels of student learning. • Other impact evidence of proficiency on this indicator

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 9

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 10 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available. The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement. Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.	Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards. Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards. Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.	Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum. Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement. Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.	There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. • School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments. • Course descriptions play a larger role in focusing course content than do test item specification documents. • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. • Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. • The Florida Standards are routinely used to frame discussions	• Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. • Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. • Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. • Documents can be presented that inform of the alignment between curriculum resources and standards for the course. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters.

on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator.	• Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 10

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 11 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs "assessment literacy" to address these questions. Where indicator 1.2 addresses the leader's proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement. Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.	The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis. The leader routinely shares knowledge with staff to increase students' achievement. Formative assessment practices are employed routinely as part of the instructional program. The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.	The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis. The leader inconsistently shares knowledge with staff to increase student achievement. There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership. There is rudimentary use of assessment data from state, district, school, and classroom.	The leader has little knowledge and/or skills of assessment literacy and data analysis. There is little or no evidence of interaction with staff concerning assessments. The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership. Student achievement remains unchanged or declines. The leader does not use assessment data from state, district, school, and classroom.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems' (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers' assessments are focused on student progress on the standards of the course. • Teachers attest to the leader's efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader's frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): **Enter data here:**	

Reflection Questions for Indicator 11

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data? What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty? How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?	How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement? In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?	How are you expanding your knowledge and/or skills of assessment literacy and data analysis? What strategies have you considered that would increase your interaction with staff concerning assessments? How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?

Indicator 12 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader's monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district's teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader's monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.	The leader's effective monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader's monitoring practices are consistently implemented in a supportive and constructive manner.	The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.	Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal's resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator.	• The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher's classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator.

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 12

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency? How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?	How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?	How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?	How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?

Indicator 13 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction, priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: This indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency. The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs. The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.	There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus on feedback on needed improvements in instructional practice. • Samples of written feedback that was provided to teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observations of teaching and learning • School improvement plan reflects monitoring and data analyses. • Evidence that the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on	• Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback.

instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator.	• Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 13

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?	What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?	In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?	How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?

Indicator 14 - Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity**: The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
  - writing in response to text
  - text-based discussions with students

- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)

- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)

- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]

- **Other District Supported Initiatives**: The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.
Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are routinely employed with all ELL students. The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's implementation on student growth.	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to be implemented at the school.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The initiatives being pursued are explicitly identified and access to supporting resources is provided. • Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • A Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) is fully implemented and the leader monitors regularly to sustain implementation. • The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies) • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator.	• Classroom teachers describe how they implement the various initiatives. • Video exemplars that support implementing the initiatives are routinely used by faculty. • Online resources and technology supports that deepened understanding of the initiatives are used by faculty. • State or district web-based resources aligned with the initiatives are regularly accessed by faculty, • Teachers have participated in professional development associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): **Enter data here:**	

Reflection Questions for Indicator 14

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 15 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 15 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency on high effect size strategies. The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor. The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency on high effect size strategies and student learning needs. The leader removes barriers of time for professional learning and provides needed resources as a priority. Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority. Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.	Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency on high effect size strategies. Time for professional learning is provided but is not a consistent priority. Minimal effort is expended to assess the impact of professional learning on instructional proficiency. Leadership monitoring of professional learning is focused primarily on participation with minimal attention given to the impact of instructional proficiency on student learning.	Focused professional development on priority learning needs is not operational. Few faculty members have opportunities to engage in collegial professional development processes on the campus. Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning.	• Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily

• Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator.	accessible for faculty. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 15

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency on high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency on high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency on high effect size strategies?

Indicator 16 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that he or she ensures the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that he or she creates and maintains a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that he or she creates a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that he or she makes plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • The leader's documents reveal a pattern of examining student opportunities for achieving success • Leader has procedures for students to express needs and concerns direct to the leader. • The leader provides programs and supports for student not making adequate progress. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator.	• Teachers can describe specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Counseling services and safe school programs (e.g. anti-bullying") are implemented. • Tutorial processes are provided and easily accessible by students. • Teachers receive training on adapting instruction to student needs. • Extended day or weekend programs focused on student academic needs are operational and monitored. • Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 16

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 17 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 17 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Through all grades and subjects, a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction). Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring). Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs. Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.	Problems solve skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.	Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students. Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded. MTSS operational in some classes.	No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges) • Leader solicits student input on processes that support or	• Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Faculty and student describe the leader as one who is genuinely committed to student success in school and life. • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized.

hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. • Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. • Other leadership evidence of proficiency on this indicator.	• Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 17

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports? How do you share effective continuous progress practices with other school leaders?	How do you enable teachers proficient at MTSS to share the process with other teachers? What continuous progress practices should be shared with the entire faculty?	How do you monitor instructional practice to assess the quality of implementation of MTSS? How do you monitor the impact of targeted supplemental supports? What barriers to student success are not being addressed in your school?	How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?

Indicator 18 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Indicator 18 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another. Achievement gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.	Processes to minimize achievement gaps within all impacted subs-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups. The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes. Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results. The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.	The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps. The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader uses statistical analyses identifying academic needs of sub-group members. • Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator.	• Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how to implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels. English language learners, and students with disabilities. • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gaps. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): **Enter data here:**

Reflection Questions for Indicator 18

Reflection Questions			
Highly Effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: Problem solving is an essential support to decision making. The leader's skill in using thinking skills and data to define problems and identify solutions is the focus here.

Indicator 19 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors. The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. The leader's evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution. The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.	The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed. The leader identifies multiple approaches for solving a problem. The leader's solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem. Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact. The solution is implemented and the results reviewed with some consideration for further work.	The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality. Typically, a single "off the shelf" solution is identified rather than designing a solution to address the contextual factors. The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.	The leader demonstrates a limited ability to identify a problem statement or related contextual factors. Solutions are vague or only indirectly address the problem statement. Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator.	• Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 19

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

Indicator 20 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are re-evaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and re-evaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Leader's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator.	• Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 20

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to re-evaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

Indicator 21 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general "pro-technology" standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader's use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process. The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.	Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership. Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.	Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts. Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.	There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration. Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions. Technology integration does not support data exchanges, project management, and feedback processes.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator.	• Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 21

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?	How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff? How might the technology improve the quality of decisions at your school?	Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes? How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?	What factors prevent you from supporting technology integration??

Indicator 22 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not ensure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces. Other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• A Responsibility Matrix or chart of "who does what" provides evidence that the leader trusts others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator.	• Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 22

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Indicator 23 – Relationships: The leader develops sustainable and supportive relationships between staff, colleagues, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with staff, colleagues, parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., staff, colleagues, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., staff, colleagues, parents, community members, higher education, and business leaders) to support leadership development. Relationship skills are employed inconsistently.	The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. • Documentation can be provided as to the relationships with staff, colleagues, other building leaders the leader has established in support of potential and emerging leaders within the school. • Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. • Other leadership evidence of proficiency on this indicator.	• Staff survey and/or feedback support that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Community members report that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Higher education members within the area report that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Business leaders within the area report that the leader has developed sustainable and supportive relationships with them in support of potential and emerging leaders at the school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 23

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

Indicator 24 – Operational Effectiveness: The leader follows and implements School Board Policy and Procedures effectively with coherent plans and establishes and monitors appropriate deadlines for self, faculty, and staff.

Narrative: This indicator focuses on the key aspects of operational effectiveness and management skills essential to school success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader demonstrates consistent evidence of revising and updating school procedures and timelines to align with district expectations. Effective operational practices are frequently shared with other administrators and colleagues throughout the system.	There is consistent evidence of understanding or adhering to School Board policy, procedures, or standard operating procedures. The leader consistently demonstrates evidence of communicating expectations and procedures in alignment with district practices. The leader consistently completes tasks and projects on time and within budget.	There is inconsistent evidence of understanding or adhering to School Board policy, procedures, or standard operating practices. There is inconsistent evidence of time, task, or operational management focused on goals, resources, timelines, and results. There is inconsistent completion of tasks and projects on time and within budget.	There is little or no evidence of understanding or adhering to School Board policy, procedures, or standard operating practices. There is little or no evidence of time, task, or operational management focused on goals, resources, timelines, and results.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Tasks and reports for parties outside the school are monitored for timely completion. • Examples of comprehensive school procedures as related to payroll, finance, property, etc. • Examples of a school environment focused on safety, efficiency, effectiveness, and legal compliance. • Examples of timelines managed by the leader by strategically delegating time, resources, and responsibilities. • Other leadership evidence of proficiency on this indicator.	• Reports that require teacher input are submitted on time and in compliance with expectations. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work progress and due dates. • Other school leaders credit their operational effectiveness to the mentoring provided by the leader • School-wide survey results related to school management issues reflect awareness of a positive impact of organization on school operations • Other impact evidence of proficiency on this indicator

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 24

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How much of your work? on organization effectiveness is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement? Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?	To what extent are tasks and major tasks delineated in your overall vision and school culture? What might you do to emphasize the most important components over minor tasks? How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?	How do you ensure unanticipated changes do not derail or impede adherence to School Board Policies and Procedures? How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace? How do you ensure that projects and tasks are consistently completed on time and within budget?	What changes in your practice are needed to ensure that School Board Policies and Procedures are implemented effectively? How do you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?

Indicator 25 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness. Leader mentors other school leaders in the budget process and fiscal resourcefulness to improve utilization of resources in alignment with strategic goals across the district.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practices and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities. Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination. The leader makes minimal attempts to secure added resources.	The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator.	• School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 25

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Indicator 26 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the "school leader's two step." Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology. Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals. The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.	The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures. Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community. Is proficient in the use of the Florida common language of instruction to align school goals with district and state initiatives.	Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues. Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented. Has a limited capacity to employ Florida's common language of instruction in aligning school goals and expectations with district and state initiatives.	Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form. The leader's actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff. Uses terms in the Florida common language of instruction incorrectly thus misguiding others.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided. • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources. • Other leadership evidence of proficiency on this indicator.	• Faculty routinely access www.floriodastandards.org to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school. • Parents' communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. • Sub-ordinate leaders use Florida's common language of instruction. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 26

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system? How does feedback from key stakeholder groups inform the work of the school?	How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?	How might you improve your consistency of interactions with stakeholders regarding the work of the school? Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?	What are your priority goals for school improvement? How do you know whether others find them clear and comprehensible?

Indicator 27 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader's participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff's implementation of access policies to ensure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator.	• School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders' involvement in community events where school issues may be addressed. • "User friendly" processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader's accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 27

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve sub-ordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

Indicator 28 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than "good job." It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others "by what methods" they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate, rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation is such recognitions.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or status of the faculty and staff. Illustrative examples of such evidence may include, but are not limited to the following:
• Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator.	• Teachers attest to the leader's recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 28

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Indicator 29 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and**
- **productive attitudes in the face of adversity.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to "weather the storm(s)" to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result. The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization. The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision. The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Non-defensive attitude exists in accepting feedback and discussing errors and failures. There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input. Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.	The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering. Some evidence of learning from mistakes is present. The leader tolerates dissent, but there is very little of it in public. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions. The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes. The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult. Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy. No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity. District and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator.	• Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. • Faculty and staff describe the school leader as unwavering in commitment to raising student achievement. • Other impact evidence of proficiency on this indicator.
Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):	

Reflection Questions for Indicator 29

Reflection Questions			
Highly effective	**Effective**	**Needs Improvement**	**Unsatisfactory**
What additional insights are you gaining about the challenges of reconciling points of view, disagreements and fully supporting and executing organizational policy and leadership decisions? What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?	How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions? How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?	When or how is it appropriate to challenge policy and leadership decisions, if at all? What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?	How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff? What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?

Indicator 29 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The school's vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. • Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. • The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. • Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. • Other leadership evidence of proficiency on this indicator.	• Student results show growth in all sub-groups. • Faculty members' anecdotal evidence describes a leader focused on and committed to student success. • Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. • Student work is commonly displayed throughout the community. • News reports in local media draw attention to positive actions of students and school. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.*

[ ] Highly Effective **[ ] Effective** **[ ] Needs Improvement** **[ ] Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 29

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to ensure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 30 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result, the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.	There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.	The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs are not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.	The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.

Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:	**Impact Evidence** of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:
• Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan focuses on student success and evidence of actions taken to accomplish plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator.	• Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator.

Scale Levels: *(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below.* **[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory**
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 30

Highly Effective: Leaders action's or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	**Effective:** Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	**Needs Improvement:** Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	**Unsatisfactory:** Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

FSLA Process

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide**:**

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



The Seven Steps for SASA

Step 1: Orientation: The orientation step can occur at the start of a school year, or at the start of assignment as a school administrator. The depth and detail of orientation may vary based on prior training and whether changes in evaluation mod el have occurred, but an annual orientation or re-fresher orientation should occur. The orientation step should include:

- District provided orientation and training on the Florida Principal Leadership Standards (FPLS), Florida Statute, applicable State Board of Education rules, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators should have access to the content and processes that are subject to the evaluation system. All leaders and evaluators should have access to the same information and expectations. This may be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning: After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- ***By September 22, 2017 –*** The evaluatee submits SASA Self-Assessment and Deliberate Practice to evaluator.
- The evaluatee enters these ratings on the SASA document and gives Self-Assessment/ Deliberate Practice to supervisor.
- The evaluatee may begin the self-assessment using the ratings received on the most recent evaluation or the evaluatee may gather any data or evidence that supports an increased rating since the time of the most recent evaluation. (This data or evidence may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.)
- The Self-Assessment is solely used as a starting point to discuss performance for the fiscal year. It is not considered an "official" evaluation, and as such, is not submitted to the employee's Personnel File.

Step 3: Initial Meeting between evaluatee and evaluator: A meeting on expectations held between leader and supervisor to address the following:

- ***September 25 – October 31, 2017*** **-** The meeting shall be held face-to-face to discuss the following:
- Evaluation processes are reviewed and questions answered.
- The Self-Assessment is discussed. Both evaluatee and evaluator state perspectives on each indicator.
- Relationship of indicators to the SIP and district-supported initiatives are discussed.
- Deliberate Practice targets are discussed and approved by evaluator or revisions are requested.
- Indicators and/or student performance measures that are of concern are discussed.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- ***On-going*** - Evaluator and evaluate gather relevant evidence on the indicators.
- The evaluator and evaluatee may consider stakeholder input as supporting evidence. (i.e. letters of commendation or concern, customer survey data, etc.)

Step 5: Mid-year Progress Review between evaluatee and evaluator: At a mid-year point, a progress review is conducted.

- ***January 16 - February 16, 2018***- Prior to the Mid-Year meeting, the evaluator rates and enters the indicator scores into the district's SASA database. The evaluator conducts a face-to-face to Mid-Year meeting to discuss the following:
- Actions and impacts of actions taken to enhance Indicators are reviewed.
- If applicable, review Indicators in which the evaluator has identified for a specific status update.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an Indicator and no interim judgment of proficiency can be provided, a plan of action must be made:
    - If an evaluator determines that the absence of evidence indicates an Unsatisfactory (U) proficiency rating (because actions or impacts of action should be evident) then the evaluatee is provided notice that the Indicator(s) will be addressed in a follow-up meeting.
    - The evaluator communicates performance concerns with his/her supervisor.
    - If the evaluator determines that the absence of evidence is explained by lack of opportunity for the evaluator to note any relevant evidence, then the evaluatee is asked to provide follow-up data on the Indicator prior to the year-end conference.
    - If the evaluator decides that the lack of evidence on one Indicator is balanced by substantial evidence on other Indicators in the same proficiency area, then no follow-up is required unless evidence supporting a Needs Improvement (NI) or Unsatisfactory (U) rating emerges.
- Any actions or inactions, which may result in an Unsatisfactory (U) rating or not improved within an Indicator, are communicated.
- Any Indicators for which there is insufficient evidence to rate proficiency at this stage; however, will be a priority for feedback during the remainder of the year. The items are to be noted.

Step 6: Prepare a consolidated performance assessment: The evaluator and a performance rating assigned prepare The summative evaluation form.

- ***By May 14, 2018*** - If applicable, the evaluatee identifies any indicators that may have been improved upon since the Mid-Year Evaluation. Evaluatee submits the suggested changes to the evaluator. The suggested changes are revisited and discussed during the End-of-Year conversation.
- Evaluator completes final score for each of the Indicators in preparation for the Final Evaluation Meeting.
- The scores are entered into the SASA database. The evaluator prints the SASA document.

- If the evaluator is concerned with the employee's performance, then the evaluator must discuss them with his/her supervisor.

Step 7: Year-end Meeting between evaluatee and evaluator: The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Performance Measures.

- ***June 1– August 31, 2018***- Principals meet with each Assistant Principal
- ***June 1– August 31, 2018***- Director meets with each Principal
- The meeting shall be held face-to-face to discuss the following:
- Evaluator informs evaluatee of the final Indicator scores and the Leadership and Deliberate Practice Scores.
- The Leadership Practice and Deliberate Practice Score is calculated (within iObservation).
- If the evidence supports areas of concern, they are discussed with the evaluatee.
- Review priority growth issues that should be considered at next year's step 2 and step 3 processes.
- If the evaluator has performance concerns that may impact employment decisions, then the evaluator must discuss them with his/her supervisor.
- Evaluator and evaluatee sign the document in blue or black ink.
- The evaluatee is provided a copy of the evaluation form.
- The evaluation document is a partial evaluation (65%); therefore, it is retained on file with the supervisor. When the Student Performance portion of the evaluation is finalized, the evaluator will meet with the evaluatee to finalize the overall evaluation and to forward it to the Personnel Records Department.

**** Portfolios are not required or recommended.***

How to Score the FSLA

About the FSLA Scoring Process

The state-scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains and indicators:
  - Highly Effective (HE)
  - Effective (E)
  - Needs Improvement (NI)
  - Unsatisfactory (U)

Scoring:

- Direct Weighting: The FSLA score is based on ratings for each of the 30 indicators. All indicators are weighted equally and generate a rating (HE, E, NI, or U) on each indicator.

How to determine the FSLA Score.

Generating a score for the FSLA has two steps:

Step 1: Rate each Indicator

Start with judgments on the indicators. Each indicator is rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the "long forms" – the Data Collection and Feedback Protocols" included in this plan as well as posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found within this plan as well as posted on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.

Indicator ratings:

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are "word-picture" descriptions of leadership behaviors in each of the four levels of leadership behavior—"Highly Effective", "Effective", "Needs Improvement", and "Unsatisfactory." The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the "word-picture" descriptors are appropriate and representative descriptions of what was observed about the leader's performance.

The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal's supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of "satisfactory " and "unsatisfactory" does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The "Needs Improvement" level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the "Unsatisfactory" level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Step 2: Calculate the FSLA Score

In Step 1, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.

At the FSLA scoring stage the model provides that all 30 ratings are equally weighted and combined as follows for the Leadership Practice Score:

Leadership Practice Score

Rating	Points
Highly Effective	10.0
Effective	7.5
Needs Improvement	5.0
Unsatisfactory	2.5

The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

FSLA SCORE	FSLA Proficiency Rating
265 to 300	Highly Effective
190 to 264.5	Effective
115 to 189.5	Needs Improvement
75 to 114.5	Unsatisfactory

Leadership Practice Score: An assessment of the leader's proficiency on the Florida Principal Leadership Standards (FPLS). For 2017-2018, 65% of the evaluation will be based on the Leadership Practice Score. This is based on two metrics:

- The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader's work and impact of that work on others. The FSLA will contribute 95% (of the 65%) of the Leadership Practice Score.
- Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score will contribute 5% (of the 65%).

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
- Peer Reviews
- Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
- Individual Professional Leadership Plan
- Other indicators, as selected by the district

ADDITIONAL METRIC: DELIBERATE PRACTICE GUIDELINES

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership as a separate metric and it is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP) **Proficiency Area(s) and Target(s) for School Leader Growth**
Deliberate Practice Priorities: The leader and the evaluator identify one to four specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are required. • The target of a deliberate practice process describes an intended result and will include "scales" or progress points that guide the leader toward highly effective levels of personal mastery; • The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. • The evaluator monitors progress and provides feedback. • The targets are "thin slices" of specific gains sought – not broad overviews or long term

goals taking years to accomplish.

- Deliberate practices ratings are based on comparison of proficiency at a "start point" and proficiency at a designated "evaluation point". The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation.

Relationship to other measures of professional learning: Whereas FSLA indicator 4.5 addresses the leader's involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader's pursuant of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Targets:
Growth target 1: An issue that addresses a school improvement need related to student learning and is either selected by the district or approved by leader's supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).
Growth target 3-4: Optional: additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do.
- Of sufficient substance to take at least 6 weeks to accomplish.
- Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

Rating Scheme

- Unsatisfactory = no significant effort to work on the targets
- Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
- Effective = target accomplished
- Highly effective = exceeded the targets and able to share what was learned with others

Sample:
Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.
Scales:
Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.
Level 2: Leader develops and implements a process for routinely visiting classes and engaging students in discussions on what they are learning and compares student perceptions with teacher's learning goals.
Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussions on how they align instruction and learning goals with course standards.

SASA Deliberate Practice

Employee's Name: _____

Position: _____

Evaluator's Name: _____

Position: _____

Employee's Signature: _____

Evaluator's Signature: _____

Strategic Tactic: (Indicate your tactic to align to your deliberate practice goal: ES - Early Literacy, MS - Applied Learning, HS - College/Career Readiness)

Goal Statement: (Indicate a goal that is a broad statement about what you want to achieve.)

Alignment to District Strategic Plan: (Indicate alignment with High Quality Instruction, Continuous Improvement, and/or Effective Communication.)

Action Steps: (Indicate, a minimum of three, action steps needed to accomplish the goal.)

	Timeline
Step 1:	
Step 2:	
Step 3:	
Step 4:	

Evidence of Success: (Indicate deliverable(s) that demonstrate progress and results of the goal.)

Notes:

Rating Rubric

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
School-based administrator's actions or impact of actions relevant to this deliberate practice exceeded the targeted goal and outcomes. The effort to work on the goal and outcomes exceeded expectations.	School-based administrator's actions or impact of actions relevant to this deliberate practice met the targeted goal and outcomes. Significant effort was made to work on the goal and outcomes.	School-based administrator's actions or impact of actions relevant to this deliberate practice indicate partially meet the targeted goal and outcomes. Minimal effort was made to work on the goal and outcomes.	School-based administrator's actions or impact of actions relevant to this deliberate practice fail to meet the targeted goal and outcomes. No significant effort was made to work on the goal and outcomes.

Scale Levels: *Review the evidence for this deliberate practice. Rate the deliberate practice and assign one (1) proficiency level from the four ratings below.*

[ ] Highly Effective [ ] Effective [ ] Needs Improvement [ ] Unsatisfactory

How to Score Deliberate Practice

Deliberate Practice Score

- The Deliberate Practice score is 5% of the overall evaluation score. Leadership Practice is worth 60% and Student Performance is worth 35%.
- The DP metric will have 2 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, or U.

Table 1

Scoring a DP Growth Target	**Rating Rubrics**
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leaders performance
Effective	Target met, progress points achieved....impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore the points for each target will vary based on the number of targets.

Table 2

Number of growth targets	Maximum points per target	Maximum Point Range
Two Targets	150 (300/2)	300 (150 x 2)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 3

Rating	Point values	Each Target
HE	max points	150
E	.80 of max	120
NI	.5 of max	75
U	<.25 if some progress	30

A DP score is based on ratings of the targets and the points earned for each rating.

Example

Table 4

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	E	120
DP TARGET 2	E	120
Total DP SCORE		240

*** Points available vary based on total number of growth targets. Use Table 2 to select point values.**

Deliberate Practice rating

Table 5

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

4. Summative Evaluation Score

How to Calculate an Annual Performance Level

Step 1: Calculate scores for Student Performance Measures using a 300 point scale:

Rating	Percentile	Points
Highly Effective	94-99	300
	87-93	285
Effective	High (62-86)	259
	Middle (34-61)	240
	Low (9-33)	220
Needs Improvement	4-8	189.5
Unsatisfactory	1-3	114.5

For the Student Performance measure for school administrators, schools will be combined by level and their Student Performance scores (aggregated across all the assessments listed previously) will be percentile ranked. School administrators will receive a Student Performance rating based on the chart above.

Step 2: Enter additional scores

Leadership Practice Score x .60
Deliberate Practice Score x .05
Student Performance Measure x .35

The total will be the overall score on a 0-300 scale.

Performance Score Ranges	Performance Level Rating
261 - 300	Highly Effective
200 - 260.5	Effective
115 – 199.5	Needs Improvement
75 – 114.5	Unsatisfactory

Example:

LP 250 x .60 = 150.0
DP 240 x .05 = 12.0
SG 240 x .35 = 84.0

LP + DP + SG = 246.0

Overall Performance score of 246.0 = rating of Effective

Step 4: Enter rating on Evaluation form

Somerset Assessment of School Administrators (S.A.S.A.)

School Year: _____

SELECT ONE: ○ SELF-ASSESSMENT ○ MID-YEAR ○ FINAL

Employee: _____ **Personnel Number:** _____

School: _____ **Location Number:** _____

Supervisor: _____

DELIBERATE PRACTICE

Target #1 (SIP GOAL): ○ Reading ○ Writing ○ Math ○ Science ○ Combined — **Rating** _____

Target #2(TWO INDICATORS): _____ _____ — _____

STUDENT ACHIEVEMENT

Indicator 1 - Academic Standards	○ HE	○ EFF	○ NI	○ U
Indicator 2 - Performance Data	○ HE	○ EFF	○ NI	○ U
Indicator 3 - Planning & Goal Setting	○ HE	○ EFF	○ NI	○ U
Indicator 4 - Student Achievement Results	○ HE	○ EFF	○ NI	○ U
Indicator 5 - Learning Organization	○ HE	○ EFF	○ NI	○ U
Indicator 6 - School Climate	○ HE	○ EFF	○ NI	○ U
Indicator 7 - High Expectations	○ HE	○ EFF	○ NI	○ U
Indicator 8 - Student Performance Focus	○ HE	○ EFF	○ NI	○ U

INSTRUCTIONAL LEADERSHIP

Indicator 9 - Standards Based Instruction & Learning Goal Alignments	○ HE	○ EFF	○ NI	○ U
Indicator 10 - Curriculum Alignments	○ HE	○ EFF	○ NI	○ U
Indicator 11 - Quality Assessments	○ HE	○ EFF	○ NI	○ U
Indicator 12 - Faculty Effectiveness	○ HE	○ EFF	○ NI	○ U
Indicator 13 - Feedback Practices	○ HE	○ EFF	○ NI	○ U
Indicator 14 - Instructional Initiatives	○ HE	○ EFF	○ NI	○ U
Indicator 15 - Facilitating & Leading Prof. Learning	○ HE	○ EFF	○ NI	○ U
Indicator 16 - Student-Centered	○ HE	○ EFF	○ NI	○ U
Indicator 17 - Success-Oriented	○ HE	○ EFF	○ NI	○ U
Indicator 18 - Achievement Gaps	○ HE	○ EFF	○ NI	○ U

ORGANIZATIONAL LEADERSHIP

Indicator 19 - Problem Solving	○ HE	○ EFF	○ NI	○ U
Indicator 20 - Quality Control	○ HE	○ EFF	○ NI	○ U
Indicator 21 - Technology Integration	○ HE	○ EFF	○ NI	○ U
Indicator 22 - Delegation	○ HE	○ EFF	○ NI	○ U
Indicator 23 - Relationships	○ HE	○ EFF	○ NI	○ U
Indicator 24 - Organizational Skills	○ HE	○ EFF	○ NI	○ U
Indicator 25 - Strategic Instructional Resourcing	○ HE	○ EFF	○ NI	○ U
Indicator 26 - Clear Goals & Expectations	○ HE	○ EFF	○ NI	○ U
Indicator 27 - Accessibility	○ HE	○ EFF	○ NI	○ U
Indicator 28 - Recognitions	○ HE	○ EFF	○ NI	○ U

PROFESSIONAL & ETHICAL BEHAVIOR

Indicator 29 - Resiliency/Committment	○ HE	○ EFF	○ NI	○ U
Indicator 30 - Professional Conduct	○ HE	○ EFF	○ NI	○ U

Somerset Assessment of School Administrators (S.A.S.A.)
2016-2017

Employee: _____ **Personnel Number:** _____

School: _____ **Location Number:** _____

Principal: _____

DELIBERATE PRACTICE SCORE (5%)

_____ / _____

(Points Awarded: _____)

Deliberate Practice Scale

Unsatisfactory	60-74	Needs Improvement	75-150
Effective	151-240	Highly Effective	241-300

LEADERSHIP PRACTICE SCORE (60%)

_____ / _____

(Points Awarded:_____)

Leadership Practice Scale

Unsatisfactory	75-114.5	Needs Improvement	115-189.5
Effective	190-264.5	Highly Effective	265-300

STUDENT GROWTH SCORE (35%)

_____ / _____

(Points Awarded:_____)

Student Growth Scale

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
HIGH	114.5 PTS.	189.5 PTS.	259 PTS.	300 PTS.
MIDDLE			240 PTS.	285 PTS.
LOW			220 PTS.	

OVERALL EVALUATION

[ ] / [ ]

Overall Scale

Unsatisfactory	75-114.5	Needs Improvement	115 - 199.5
Effective	200 - 260.5	Highly Effective	261 - 300

COMMENTS:

Appraiser _____ _____
PRINT NAME

_____
Date

Appraisee _____
PRINT NAME

_____
Appraisee's Signature **Date**

Somerset Assessment of School Administrators (S.A.S.A.)

Calculation of the Deliberate Practice Score (5%)

	WEIGHT
HIGHLY EFFECTIVE	150 PTS
EFFECTIVE	120 PTS
NEEDS IMPROVEMENT	75 PTS
UNSATISFACTORY	30 PTS

Calculation of the Leadership Practice Score (60%)

	QUANTITY	WEIGHT	SCORE
HIGHLY EFFECTIVE RATINGS	_____	10 PTS	_____
EFFECTIVE RATINGS	_____	7.5 PTS	_____
NEEDS IMPROVEMENT RATINGS	_____	5 PTS	_____
UNSATISFACTORY RATINGS	_____	2.5 PTS	_____
TOTAL	_____	[redacted]	_____

5. Additional Requirements

EVALUATORS

Observers who supervise the employee to include principal, director, and his/her supervising designee will conduct evaluations, observations, and data collection conversations. Input into the evaluation may also be provided from district staff. All employees must be oriented to the SASA System by September each year. Newly hired personnel must be oriented upon employment.

TRAINING AND REFLECTION

The content of the SASA evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

- Those being evaluated use these documents to guide self-reflection on practices that improve their work.
- Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
- Those who are both evaluated by this system and evaluate others with it will do both.

The evaluation of administrators will be part of their supervising administrator's evaluation. It will be the responsibility of the supervising principal or director to ensure that evaluations of personnel are aligned with the requirements of the evaluation system. Additionally, during the first year of implementation, the Evaluation Committee met bi-weekly to discuss the progress of the implementation, and student performance measures and reviewed district-wide results for inter-rater reliability and made corrections/additions to the system as needed.

Inter-rater reliability: Supervising administrators in the district should be able to provide sub-ordinates similar feedback and ratings so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:

- The "look fors" – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
- The Rubrics – how to distinguish proficient levels.
- Rater reliability checks. Processes for verifying raters meet district expectations in using the rubrics.

Observer Development

Directors and principals are provided with annual updates for the SASA Instruments in order for the supervisors to orient their staff.

Employee Development

Professional learning will be available on an on-going basis for deepening the knowledge and skill at all employee levels. The School Board developed and offered various courses and delivery methods to all educators who wish to increase their awareness and performance in the SASA. A process has been developed to assist employees, identified as needing improvement or unsatisfactory, in getting sound professional assistance and development to help correct job performance deficiencies. Other skilled individuals may be assigned, as appropriate, to increase employees' opportunities to succeed. As the District continues to develop support structures such as mentors, coaches, and peer reviewers, the District will determine and provide the appropriate training and development.

Performance/Evaluation Data Collection
Data collection will be an ongoing process aligned to the 7-step evaluation process to include mid-year and end-of-year conversations. Feedback will be provided during and after each conversation. Written and face-to-face feedback will also be provided as need arises.

Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and in a timely manner. Training on how to do this so is essential.

Evaluation of Administrators:
All administrators will be evaluated using the SASA evaluation system twice annually Once at mid-year and then again at the end of the school. Data from the end-of-year will be utilized to calculate the administrators' final evaluation.

Parental Input
Performance criteria provide for parental input as required in the Collective Bargaining Agreement (Within thirty (30) days after the start of each school year, parents will be notified in writing by each school administration of their right to provide input into employee performance assessments when appropriate in accordance with F.S. 1012.34.).

Peer Assistance
A Peer will be deployed by the District for the purpose of coaching and support based on identified areas of deficiency and current Leadership Practice Score. Peer assistance is in addition to, and not to replace the support already established by the immediate supervisor.

6. District Evaluation Procedures

USE OF EVALUATION RATINGS TO INFORM HUMAN CAPITAL DECISIONS

School administrator evaluation results are a component used to inform the district's human capital decisions. Human capital decisions include, but are not limited to, the determination of professional development, assignment of support structures, renewal of contract or reappointment, transfers, promotions or additional responsibilities, non-renewal of contracts or termination of employment, and compensation.

Evaluation

The individual responsible for supervising the employee will evaluate the employee's performance, but may consider input from other supervising personnel. The evaluator will submit the written report to the employee no later than 10 days after the final evaluation takes place. The evaluator will meet with each administrator to discuss areas of professional practice for growth and areas to maintain effectiveness. The final Leadership Practice Score is discussed with the employee in detail with a full explanation of the final rating. The employee will have the right to initiate a written response to the evaluation, and the response will become a permanent attachment to his or her personnel file. The evaluator will submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

Superintendent Annual Notification

The district school superintendent shall annually notify the Department of Education of any school administrator who receive two consecutive unsatisfactory evaluations; three consecutive needs improvement evaluations, or three consecutive years of a combination of needs improvement and/or unsatisfactory evaluations. The district school superintendent shall also notify the Department of Education of any school administrator who are given written notice by the district of intent to terminate or non-renew their employment.

7. District Self-Monitoring

It will be the responsibility of the supervising district administrator to ensure that evaluations of school-based administrators are aligned with the requirements of the evaluation system.

All evaluators must be oriented to the tool annually in order be able to observe and evaluate administrators. This orientation outlines the proper use of the tool, evaluation criteria and procedures focused around the SASA 7-step process as follows:

Step 1: Orientation – All administrators using SASA to evaluate or be evaluated must be oriented.
Step 2: Pre-Evaluation Planning – Evaluatee completes a self-assessment on the SASA tool.
Step 3: Initial Meeting Between Evaluatee and Evaluator – the self-assessment is followed by a conversation with the supervisor to discuss where the employee is and what plan of action needs to be put into place for growth.
Step 4: Monitoring, Data Collection, and Application to Practice – This step is on-going as the evaluator and evaluatee gather relevant evidence on the indicators.
Step 5: Mid-Year Progress Review Between Evaluatee and Evaluator – a mid-year meeting is held to discuss actions and impacts of actions, recognize strengths and progress, review priority growth, etc.
Step 6: Evidence Submission in Preparation of Final Evaluation – Evaluatee identifies indicators that may have been improved upon since mid-year. Evaluatee submits the suggested changes to the evaluator. Suggested changes are revisited and discussed during the End-of-Year conversation.
Step 7: Final Evaluation Meeting Between Evaluatee and Evaluator – The supervisor has a face-to-face meeting with the evaluatee to discuss the final indicator scores and Deliberate Practice.

During the 7-Step Process the Evaluations Department monitors the data from each location for anomalies within the evaluation process. The office provides monthly updates and training on SASA, as needed, based on data and conversations, focused on accurate utilization of the tool and inter-rater reliability.

Timely Feedback
Actionable feedback, either electronically submitted and/or during conference or meeting will be entered or conducted within 10 working days of the meeting or observation to ensure timely feedback.

Evaluation Committee
The Employee Evaluations Department is responsible for monitoring and modifying SASA as needed. The department will also ensure that evaluators are following district policies and procedures aligned to the evaluation system. The system will operate at both the school and district levels providing access for employees at all skill levels.

Continuous Professional Improvement
Continuous improvement is an integral piece of the evaluation system. Feedback will be provided to administrators in a variety of ways: through conferences/meetings, during the final evaluation conference, during data reviews, and on the final evaluation form.

A comprehensive plan has been developed and implemented to identify individual professional development by reviewing district-wide evaluation results and identifying areas therein for which there is the greatest need. Through the inter-rater reliability process, we will review the ratings in each domain of the evaluation and use the data to identify weaknesses. The data will be used to assist in the development of professional learning experiences to target the areas of weakness.

Alignment with School Improvement Plan
As required by state statute, administrator evaluations are based primarily upon student achievement scores that align with school and district improvement plans. School and district improvement plans are based primarily on student achievement. Leadership practice results will also be used to guide the development of the administrators' professional development plans, and school and district improvement plans. Evaluation results will be used to decide how personnel are assigned/deployed in the school/district setting to maximize student achievement growth and aligned to the improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all school administrators:

- ☐ The percentage of the evaluation that is based on the performance of students' criterion.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ At least one-third of the evaluation is based on performance of students.

For all school administrators confirmed the inclusion of student performance:

- ☐ Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- ☐ If less than the three most recent years of data are available, those years for which data are available must be used.
- ☐ If more than three years of student performance data are used, specified the years that will be used.

For all school administrators:

- ☐ The district-determined student performance measure(s) used for personnel evaluations.

Instructional Leadership

The district has provided and meets the following criteria:

For all school administrators:

- ☐ The percentage of the evaluation system that is based on the instructional leadership criterion.
- ☐ At least one-third of the evaluation is based on instructional leadership.
- ☐ An explanation of the scoring method, including how it is calculated and combined.
- ☐ The district evaluation framework for school administrators is based on contemporary research in effective educational practices.

For all school administrators:

- ☐ A crosswalk from the district's evaluation framework to the Principal Leadership Standards demonstrating that the district's evaluation contains indicators based upon each of the Principal Leadership Standards.

For all school administrators:

- ☐ Procedures for conducting observations and collecting data and other evidence of instructional leadership.

Other Indicators of Performance

The district has provided and meets the following criteria:

- ☐ Described the additional performance indicators, if any.
- ☐ The percentage of the final evaluation that is based upon the additional indicators.
- ☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- ☐ Summative evaluation form(s).
- ☐ Scoring method, including how it is calculated and combined.
- ☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- ☐ Documented that the evaluator is the individual who is responsible for supervising the employee.
- ☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- ☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- ☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- ☐ Processes for providing timely feedback to the individual being evaluated.
- ☐ Description of how results from the evaluation system will be used for professional development.
- ☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- ☐ All school administrators must be evaluated at least once a year.

For school administrators:

- ☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- ☐ Description of the district's criteria for inclusion of parental input.
- ☐ Description of manner of inclusion of parental input.

- ☐ Description of the district's peer assistance process, if any.
- ☐ Description of an opportunity for instructional personnel to provide input into a school administrator's evaluation, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- ☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
  - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.
  - That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
  - That the evaluator must discuss the written evaluation report with the employee.
  - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
- ☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and to notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- ☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- ☐ Evaluators provide necessary and timely feedback to employees being evaluated.
- ☐ Evaluators follow district policies and procedures in evaluation system(s).
- ☐ The use of evaluation data to identify individual professional development.
- ☐ The use of evaluation data to inform school and district improvement plans.

Organizational Performance Appendix

Appendix T

Copy of Pay for Performance and Salary Schedule

Pay for Performance and Salary Schedule 2017 - 2018

The School will use its Governing Board's adopted performance-based salary schedule for instructional personnel and school administrators, in accordance with s. 1012.22(1)(c) relating to *Compensation and Salary Schedules*. The Board's plan includes a base salary schedule for classroom teachers, other instructional personnel, and school administrators in which annual adjustments are based on performance as follows:

- An employee who is "**highly effective,"** as determined by his or her evaluation, would receive a salary increase that must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the board.
- An employee who is "**effective,"** as determined by his or her evaluation, would receive a salary increase between 50-75% of the annual salary increase provided to a highly effective employee.
- An employee who is in **"need of improvement (or developing)"** or is **"unsatisfactory,"** as determined by his or her evaluation would not be eligible for a salary increase.

Please note: percentages are subject to change and will be determined according to the approved budget once all evaluation data and the number of eligible staff determined.

Such adjustments will be in addition to the base salary schedule that is not a bonus and becomes part of the employee's permanent base salary and shall be considered compensation under s.121.021(22).

Advanced Degrees will not be used for base salary calculations, but may be used for supplements. Supplements will be annual additions to the base pay, but will not be part of the continuing base salary.

The Salary Schedule for Instructional Personnel is attached for reference.

NEW HIRES/REHIRES ON OR AFTER 7/1/2011 - Per FL Statute 1012.22(1)(c)(3), payment for advanced degrees will only be provided if the degree is held in the area of certification shown on the Florida certificate. Therefore, general graduate degrees such as Curriculum and Instruction or Education, which do not match any of the Department of Education certification subjects, would not be acceptable unless the transcript identifies a major or specialization in your certificate subject (e.g., Mathematics, English, Elementary Education, etc.). To determine if your degree matches the certification held on your FL Department of Education teaching certificate, please view a listing of the Certification Acceptable Majors.

2017-2018 PAY FOR PERFORMANCE INITIAL PLACEMENT CHART FOR TEACHERS HIRED AFTER JUNE 30, 2017

Years of Experience	Salary
0-2	$40,724
3	$41,742
4-7	$42,760
8	$43,269
9-10	$43,981
11	$44,490
12	$44,796
13	$45,254
14	$45,707
15	$46,164

Advanced Degree Stipends:

	Out-of-Field	In-Field
Master's Degree	$2,600	$3,650
Specialist Degree	$5,000	$6,800
Doctor's Degree	$7,000	$8,000

PAY FOR PERFORMANCE SCHEDULE PLACEMENT CHART FOR TEACHERS

New teachers on the Pay for Performance Salary Schedule shall be initially placed on the salary level reflected in the Pay for Performance Schedule Placement Chart. The Pay for Performance Schedule Placement Chart shall be adjusted annually and aligned to the Grandfathered schedule as negotiated between the parties.

The Years of Experience column is solely for initial placement of teachers on the Pay for Performance Schedule. Annual salary increases following initial placement shall be based upon the outcome of each teacher's overall evaluation rating and/or negotiated increases. In accordance with F.S. 1012.22 only teachers receiving an overall evaluation rating of Highly Effective or Effective are entitled to a Pay for Performance salary increase. Teachers receiving an overall evaluation rating of Needs Improvement or Unsatisfactory, or teachers who do not receive an evaluation, are not entitled to a Pay for Performance salary increase. Once placed upon the Pay for Performance Placement Chart.

Organizational Performance Appendix

Appendix U

Screenshots of Website Requirements

SOMERSET ACADEMY KEY CHARTER SCHOOL
A Tuition Free Public Charter School

TRANSLATE

SACS CASI Accredited

HOME | ABOUT US | ACADEMICS | STUDENTS | PARENTS | ATHLETICS | CONTACT US

Educational Service Provider

Somerset Academy Key Middle/High School is serviced by Academica.

Academica is one of the nation's longest-serving and most successful charter school service and support organizations. The Company was founded in 1999 on the principle that each charter school is a unique educational environment governed by an independent Board of Directors that best knows the right path for its school, and Academica's mission is to facilitate that Governing Board's vision. Academica has a proven track-record developing growing networks of high performing charter schools.

Academica's services include facilities, finance, staffing and human resource coordination, as well as bookkeeping, budgeting, regulatory compliance and financial forecasting.

Academica serves the largest number of high-performing schools of any charter school management organization in Florida. Academica was the first company in the state to seek SACS accreditation for the schools it serves, and all of the schools it serves are either fully accredited or in the process of obtaining accreditation.

For more information please visit www.academica.org

Academica
Phone: 305.669.2906
Fax: 305.669.4390

Somerset Academy Key Mic | Budget - 5413 - Somers
somersetkey.com/pdfs/Budget%20-%205413%20-%20Somerset%20Key%20M%20-%20Sept%202017.pdf

Somerset Key Middle
2017-18 BUDGET

Object				Sept '17 M - 5413	May '17 M - 5413	Variance
	REVENUE					
6100	Capital Outlay Funds			87,395	123,750	(36,355)
6200	FEFP Funding			2,329,250	2,692,800	(363,550)
6206	Teacher Classroom Supply Assistance					-
6400	Title I - Schoolwide			151,760	175,000	(23,240)
6705	Advanced Placement					-
6950	E-Rate					-
6800	Implementation Grant Phase 2					-
TOTAL REVENUE				**2,568,405**	**2,991,550**	**(423,145)**
EXPENSES						
Salaries and Benefits						
100 · Salaries						
100-110	Principal & Administrators			221,365	209,802	(11,562)
100-115	IT			18,720	10,000	(8,720)
100-120	Teachers			720,988	776,700	55,712
100-120	Teacher Pay Increases			21,630	23,301	1,671
100-120	Other Certified (ESE/ESOL)			46,410	50,000	3,590
100-121	Counselor			44,796	46,000	1,204
100-140	Substitutes			17,311	17,727	416
100-150	Teacher's Aid/Paras			-	-	-
100-155	Tutoring			15,000	15,000	-
100-160	Other Support Personnal (Maint/Sec)			9,035	57,870	48,835
100-180	Supplements			50,000	35,000	(15,000)
100 · Salaries Total				1,165,254	1,241,401	76,146
	Retirement		4%	46,610	49,656	3,046
	Group Insurance		10.5%	122,352	130,347	7,995
	Other Employee Benefits		12%	139,831	148,968	9,138
200-0000	Employee Benefits Total			308,792	328,971	20,179
Total Salaries and Benefits				**1,474,047**	**1,570,372**	**96,325**
						-
Purchased/Contract Services						-
310-311	Professional/Technical Services - Audit & Tax			7,000	9,000	2,000
310-312	Professional/Technical Services - Legal	5		2,000	2,300	300
310-313	Professional/Technical Services - Speech	30	3	11,600	13,500	1,900
310-314	Professional/Technical Services - ESSP Fee	450		173,250	202,500	29,250
310-315	Professional/Technical Services - Other	60		23,100	27,000	3,900
310-316	Professional/Technical Services - Dual Enrollment	0	30			-
310-319	Professional/Technical Services (Program Fee)			38,500	45,000	6,500
310-320	Professional/Technical Services - Virtual	25		2,500	2,500	-
320-000	Insurance and Bond Premiums	130	58	50,100	58,500	8,400
330-000	Travel	15		5,800	6,800	1,000
350-000	Repairs and Maintenance	250	95	96,300	112,500	
Total Purchased/Contract Services				**410,150**	**479,600**	**69,450**
						-
Rent and Utilities						-
360-000	Rent (420,000 min 600 kids, 700/student) (less rent adj. 79.5k)	700		235,736	260,755	25,018
360-001	Other Rentals	22		8,500	9,900	1,400
370-000	Communications	90		34,700	40,500	5,800
372-000	Advertising	10		7,000	7,000	-
371-000	Phones	7.5		2,900	3,400	500
380-000	Public Service Utility	63	49	24,300	28,400	4,100
400-420	Electricity	82		31,600	36,900	5,300
Total Rent and Utilities				**344,736**	**386,855**	**42,118**
						-
Materials & Supplies						-
510-511	Administrative Supplies	17		6,600	7,700	1,100
510-512	Instructional Supplies	108		41,600	48,600	7,000
510-513	Maintenance Supplies	35	28	13,500	15,800	2,300
520-521	Workbooks	15	32	5,800	6,800	1,000
520-522	Licenses	67		25,800	30,200	4,400
Total Materials & Supplies				**93,300**	**109,100**	**15,800**
						-
Other						-
700-9720	Dues and Fees	35		13,500	15,800	2,300
0800-8565	Interest Expense			3,800		(3,800)
700-9790	Miscellaneous Expense					-
Total Other				**17,300**	**15,800**	**(1,500)**
						-
TOTAL EXPENSES				**2,339,533**	**2,561,727**	**222,194**
Net Ordinary Income				**228,872**	**429,823**	**(200,951)**

SOMERSET ACADEMY KEY CHARTER SCHOOL
A Tuition Free Public Charter School

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Curriculum Information

- Middle School
- High School

Please see attached!

Files:

Somerset Key Middle Curriculum Guide.pdf

KEY CHARTER SCHOOL
A Tuition Free Public Charter School

Governing Board

- Governing Board
- Board Calendar
- Board Minutes
- Board Speaker Request Form
- Procedures for Addressing Concerns
- Budgets and Financials

Somerset Academy, Inc.

Principal / Corporate Address:

20801 Johnson Street

Pembroke Pines, Florida 33029

Alternate Mailing Address:

6340 Sunset Drive

South Miami, Florida 33143

Main Phone: 786.393.4455

Alternate Phone 305.669.2906

www.somersetacademyschools.com

Board of Directors & Officers

David Concepcion (Director)

Lourdes Isla Marrero (Chair)

Ana Diaz (Secretary)

Todd German (Vice-Chair/Treasurer)

Jenny Esquijarosa (Parent)

Tony Morales (Student Alumni)

Louis Marin

George B. Ozuna

Bernardo Montero, President (Non-Voting)

Suzette Ruiz, Vice-President (Non-Voting)

Somerset Academy Key Charter Middle School #5413

SOMERSET ACADEMY, INC.

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Home | Our Approach | Our Schools | Our Results | Governance & Accountability | Get Involved

Board Minutes

Files:

- 2014-15 Somerset Academy Board of Directors Meeting Minutes WEB.pdf
- 2015-2016 Board Meeting Minutes WEB.pdf
- 2016-2017 Board Meeting Minutes WEB.pdf
- Minutes 7_12_17-WEB.pdf
- Minutes 8-11-2017 WEB.pdf
- Minutes 9_20_17 WEB.pdf
- Minutes 10_19_17 WEB.pdf

SOMERSET ACADEMY KEY CHARTER SCHOOL
A Tuition Free Public Charter School

SACS CASI Accredited

School Grade

- Middle School Grade
- High School Grade

Files:

SchoolGrades17 KEY.pdf

SOMERSET ACADEMY KEY CHARTER SCHOOL
959 SE 6th Ave.
Deerfield Beach, FL 33441
(954) 481-0602

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2016-17 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
Additional information is available in the School Grades calculations guide at http://www.fldoe.org/accountability/accountability-reporting/school-grades/.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2015-16	College and Career Acceleration 2015-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2017	Grade 2016	Information Baseline Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Grade 2001	Grade 2000	Grade 1999	Was the calculated rule used?	Calculated Number	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
06	BROWARD	5413	SOMERSET ACADEMY KEY MIDDLE SCHOOL	46	55	57	36	43	37	32	60	46			412	9	46	100	C	D	F	B																N		YES	YES	N	02	65.7	77.1	3

Division of Accountability, Research, and Measurement

November 2017
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Organizational Performance Appendix

Appendix V
Screenshots of Parent Liaison Information

SOMERSET ACADEMY KEY CHARTER SCHOOL
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Parent Liaison Information

Somerset Academy Key Middle School Parent Liaison: Michelle Rojas (305) 829-2406

Somerset Academy Key High School Parent Liaison: Julie Sanchez (305) 829-2406

Organizational Performance Appendix

Appendix W

Sample of School Newsletter or Flyer Requesting Parent Involvement

SOMERSET ACADEMY KEY

Somerset Academy Key Charter Middle/High School

FSA/ FCAT 2.0/ EOC Assessments

Parent University

Learn about required Florida Statewide assessments!

Where: Somerset Academy Key Cafeteria
When: Thursday, February 2, 2017
5:30-6:30p.m.

Testing Parent University Agenda

- Information about standardized tests in the areas of:
  - Math
  - English Language Arts (Reading)
  - Writing
  - Civics
  - Science
- Assessment Platforms
- Test Design
- Item Types/ Response mechanisms
- Resources

